

CRITICAL MULTICULTURALISM
IN THE FOURTH GRADE
READING CURRICULUM: A CONTENT ANALYSIS

by

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ABSTRACT

This study examined the level of “critical multiculturalism” present in the fourth grade reading curriculum. The goal of this research was to find out the opportunities available for the critical analysis of the goals of critical multiculturalism within the fourth grade reading curriculum, as well as, to gain insight into the teachers’ perceptions concerning this topic. The subjects in this study were seven fourth grade teachers who taught reading as part of their teaching assignment. I conducted two interview sessions with each teacher on separate occasions. I also conducted a content analysis of the sixty reading stories to determine the level of critical multiculturalism present in the literature that was used as a resource by the teachers to meet the curriculum requirements. I documented the ways in which the fourth grade reading curriculum reinscribed dominant ideology, hegemony, and privilege. The results indicated that opportunities for students to critically analyze the fourth grade reading curriculum were present but that teachers were unprepared to direct them.

DEDICATION

This dissertation is dedicated to my family for their support and encouragement through this journey. Thank you for encouraging me and always having time to listen to me and be there for me anytime I needed you. I appreciate each of you.

In particular, I would like to thank my husband, Norman, my daughter, Lauren, and my parents, Ronald and Linda Hollingsworth...truly without each of you this would not have been possible. Words cannot express how much I love and appreciate you all.

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CHAPTER 1: INTRODUCTION

Dominant social powers drive curricular and education change. These dominant social powers include media, schools, politics, economics, religion, and the ideological belief system of those that are in power. Therefore, what and how we teach, and were taught, has been socially constructed by the dominant culture. The present and past efforts towards school change follow these guiding influences which tend to be aligned with monocultural views resulting in artificial attempts at multiculturalism which are produced by the very powers that dictated the marginalization of the oppressed (Johnson, 1993). According to McLaren (1988), one essential obligation of education should be to equip all students with the skills needed to make changes in the world that are necessary to ensure a just society. If we agree with McLaren's views this accomplishment can possibly be done by taking the mask off of exclusion and replacing it with implementation of strategies that suit the diversified world in which we live and learn.

According to Sonia Nieto (2004) *educational equity* for all students is a key component to a learner's educational experience. Nieto (2004) argues that multicultural education is a key element in what creates a prepared individual to be successful in today's world. Diversity simply is and cultural awakening must be incorporated into the educational process and curriculum in order for students to become productive and knowledgeable citizens.

Nieto (2000) also suggests that multicultural education would benefit students to live in our present and future world. Not only does multicultural education benefit children, it also has transcending beneficial elements that can overlap onto educators and society. Without change

through multicultural education, knowledge, and understanding the educational practices in schools can either create or sustain privilege. In some instances, teachers tend to teach “white” norms to all and expect these standards to be ‘common sense’. The boundaries are clearly drawn in the classroom as to what is acceptable and what is not. Multicultural education can be used to break down existing barriers for educators (Nieto, 2003). This direction of thinking challenges the current thinking and practice within the educational system concerning white dominance and control; which is not beneficial to society. The ideals concerning what should be included in the curriculum are driven by society. According to Banks (1995) view of multicultural education there are five aspects that need to be areas of focus. These essential elements Banks (1995) focuses on surround the ideals of merging curriculum standards and objectives, the various steps of learning acquisition, reducing discrimination, producing a fair educational environment, and the development of a culture that allows for the exploration of the current state of affairs. The implementation of the essential elements can help to eliminate the disposition towards a monopoly on curriculum by one dominant group.

Given the importance of multiculturalism within the context of the curriculum, specifically vis-à-vis diversity, this study is a review of the fourth grade reading curricula to identify the presence or absence of multiculturalism within the reading selections. This research focuses on the analysis of the level of multiculturalism present in the fourth grade reading materials that have been chosen to fulfill curriculum requirements of a specific Alabama public school district. Specifically, the purpose of this research was to ascertain the degree to which the fourth grade reading curriculum incorporates *critical* multiculturalism into the everyday classroom and in what ways. The study focuses on *critical* multiculturalism, not a

multiculturalism that merely presents cultural difference and promotes tolerance, but a multiculturalism that challenges dominant/subordinate social relations and their reinscription. The level of multicultural reading selections that students in the fourth grade are exposed to is essential to the development of an understanding that focuses on a diverse and complex society. This study will also allow educators and researchers to identify the students' exposure to diversity within the school curricula. Specifically, the questions that drive the current study are:

How does the fourth grade reading curriculum reflect the goals of critical multiculturalism?

To what extent do the reading selections promote critical analysis of the state of multiculturalism as presented in the educational setting that the students are exposed to?

How do the fourth grade reading teachers approach multiculturalism?

To address these questions, I have employed qualitative research methods in a descriptive case study that will add to the existing knowledge base concerning this topic through the examination of the quantity and quality of multicultural literature and the implementation of critical multiculturalist goals throughout the fourth grade reading curriculum. This research was carried out by completing a content analysis of the resources utilized in the reading classroom and curriculum and conducting multiple interviews with the fourth grade reading teachers to evaluate the level of critical multiculturalism (CMC) that these teachers believe that they are incorporating into the classroom. Even though case studies may examine a particular event, the knowledge gained can be beneficial and contribute to the wider base of educational data and understanding. One key argument for research is the ability to use a gained set of understandings

and relate that to a more generalized population or circumstance. However, within any type of research that is conducted there are still individual people and or conditions that reside within the context of a study. According to Nieto (2004) case studies examine specific phenomenon and generalize the results to enhance understanding.

Furthermore, Erickson (1986) promoted the idea that case studies can add to the existing knowledge of a particular topic, although the specifics may be different. Researchers can generalize from specific situations and develop hypotheses that may be applied to other situations. Case studies offer insights into experiences that are full of meaning and readily transferrable into the understanding of other various trends or happenings.

Status Quo and Current State of Affairs in Schools

The current state of affairs vis-à-vis multicultural education, namely vulgar and managed multiculturalism, exists in schools today in a manner that superficially recognizes diversity. The popular westernized manner in which the educational system is designed is done so in a purposeful manner as to replicate and continue the institutional processes of the dominant culture; as well as the political, economic, and societal systems that are in existence. The dominance that drives societal influences maintains control through repeating the same actions derived from the educational philosophy within the structure of the educational setting and system. The reinscription of the status quo and the ideals and beliefs that make up the dominant culture are carried out within the classroom and school, as well as through the pedagogical practices by the teacher. Moreover, the continual usage of the educational system that is driven by dominant ideology only produces students that accept such practices and beliefs as reality.

Currently, in many instances within educational settings, only superficial actions towards diversity are present. Actions that call attention to multiculturalism are only done so to achieve a level of satisfaction and harmony among various groups. Multiculturalism is often experienced within the school and classroom setting through special occasions, events, multicultural lesson plans, celebrations about famous minorities, or some other type of shallow display of diversity. These types of experiences are examples of vulgar and managed multiculturalism and can be an obstacle to achieving authentic and CMC. The actions associated with the trivial attempts at multiculturalism only serve to reinscribe the existing social status quo and cultural dominance.

Summary and outline

In this chapter, I have provided an overview of the study, discussing its overarching purpose and the specific research questions that guide it. I also discussed what I see as the current state of affairs vis-à-vis multicultural education, namely vulgar and managed multiculturalism. I argued that these are problematic and serve to reinscribe the existing social order and cultural dominance. Having provided this discussion, it is now incumbent upon me to provide an alternative. Therefore, I dedicate Chapter 2 to a discussion of this alternative: critical multiculturalism. I will discuss its primary theoretical underpinnings -- ideology, hegemony, and privilege – and conclude with a definition. This serves as my conceptual framework from which I have applied in my curricular analysis to determine the quantity and quality of multicultural education that is apparent in the reading curriculum.

In Chapter 3, I have provided a review of the literature to demonstrate both philosophically and empirically the importance of using multicultural reading selections in the reading curricula.

In Chapter 4, I have offered a more thorough discussion of the methodology utilized within this study. The specific methods include content analysis and teacher interviews. I have also provided some background to my research sight, including an overview of the reading curriculum and its stated purposes.

In Chapter 5, I have presented the findings that have been collected throughout this research. First, I have summarized the reading selections that make up the fourth grade reading curriculum. I then engaged in a cross-analysis, identifying prevailing themes and sub-themes relevant to issues of multiculturalism. I have also presented the findings gathered from the teacher interviews.

In Chapter 6, I have provided an analysis of the data, pointing out the ways in which the curriculum is and/or is not reflective of CMC. Where it is not, I have provided recommendations for making it so and discuss the implications for instructional leaders. I have also analyzed the teacher interviews that focused on the teachers' own perceptions of their implementation of critical multiculturalist strategies within their classroom reading instruction and the delivery of the fourth grade reading curriculum.

In Chapter 7, I have presented the conclusions of this research, which identify what this study ultimately means to the field of education. Also included in Chapter 7 are the implications of this research and the details for future research. This section serves as a means for educators to recognize the areas needed for enhanced student learning concerning critical multiculturalism and the reading curriculum.

CHAPTER 2: MULTICULTURALISM: WHAT IT ISN'T AND WHAT IT IS

Introduction

In this chapter, I have introduced, defined, and explained CMC. I have also discussed some of the theoretical underpinnings of CMC, namely ideology, hegemony, and privilege. Other terms discussed throughout this paper are vulgar multiculturalism and managed multiculturalism. CMC differs from vulgar multiculturalism which tends to focus on celebrating and recognizing differences as a way of political correctness. Vulgar multiculturalism is connected to managed multiculturalism which serves as a way of satisfying specific requirements by the dominant culture to bring attention to minorities in a controlled manner.

While vulgar multiculturalism revolves around mainstream culture and politics, CMC saturates it. The rebounding issue is that the educators' responsibility revolves around the duty to expose students to a variety of cultures and difference in a manner that does not diminish the value of all students. Cultural competence is what is owed to society and its citizens and the venue of literature is a means to communicate these cultural competencies to students.

Multicultural Education: What It Isn't

This overview of this research project provided above allows for the examination of the extent to which critical multicultural education exists in the reading classroom setting, as well as, the perceptions of classroom reading teachers about their own implementation of critical multiculturalist strategies during their classroom instruction. Nevertheless, multicultural education is a topic that has many definitions and understandings. This research also examines

the sample of reading teachers and their perceptions of multiculturalism within the reading curriculum. This examination helps to identify the viewpoint of the reading teachers concerning their beliefs and understandings when it comes to a true critical multicultural classroom and the classroom instruction that is provided. Some teachers may not think about, or implement, other additional resources in order for curriculum standards and objectives to be attained by students through strategies that embrace critical multiculturalist elements. The pedagogy and definition of multicultural education has been debated and explained by various scholars. McLaren (1994) argues that the social structure that exists has changed regarding the responsibility that the educational system has towards the curriculum and connection to the wider society. In the event that there are educators that believe or think that they grasp the ideals of the terms ‘multicultural’ or ‘diverse’ and they actually do not have a clear cut understanding of what those two popular and almost overused terms really mean, this research will allow them further examination of levels of understanding concerning these topics. Platt (2002) refers to this all-encompassing notion of multiculturalism as the multicultural canon. The meanings, explanations, programs, and school celebrations seem to cloud the core of multiculturalism, which is immersion and inclusiveness. Platt (2002) expresses the idea that multicultural education includes a range from tolerance to the breaking down of racial, gender, and sexuality barriers.

As important as it is to define what multicultural education should be, it is equally important to rule out what multicultural education should not be. This is in order to eliminate the tendency to believe that addressing multiculturalism on a topical level is accomplishing the goals associated with CMC. Multicultural education is not teaching mere tolerance for people that are minorities or people who don’t fall into the realm of mainstreamed culture. Multicultural

education is not just a special day, guest speaker, or a Martin Luther King, Jr. crossword puzzle for the students to complete in the month of January. Multicultural education is also not the scripted, Skinnerian methods as described by Kozol (2005) that were targeted towards African American and Hispanic students. This type of instruction is scripted and requires direct instruction in a manner that does little to promote creativity, thinking, problem solving, or self-discovery as a means of learning. Kozol (2005) suggested that this type of control and scripted instructional strategies are what is present in many minority schools. Two phrases that Kozol (2005) uses to describe this type of education are 'culturally barren' and 'robotic'. When we as society specify explicit instructional techniques that are focused on a certain group or type of people it can become a way to promote desired outcomes that conform to the mainstream ideologies. McLaren (1994) examines this and the notion of the discriminatory practice known as scripted education and how it relates to the lack of pedagogical consistency between the students that are disadvantaged and the more privileged students. Basically, the disadvantaged or minority students are trained to think, act, and respond in ways that are socially accepted by and benefit the dominant culture.

The current state of affairs that exist within education today revolves around societal influences that at least outwardly promote inclusion in various ways. In my experience as an educator there has been an increase in the awareness at the local school level concerning diversity. The degree of applicable change concerning multiculturalism within the classroom setting is dependent upon the classroom teacher. Even though positive efforts towards change are continually being made, the school reform that is necessary, according to Banks (1994), is not at the level that it truly needs to be in order to make a dramatic difference. As noted by Nieto

(2011) the current state of affairs in education pertaining to multiculturalism should include empowering teachers with the skills necessary to ensure proactive and positive changes within the school environment. The basis of western education according to McLaren (1994) is all about replicating the societal ideologies that exist within our dominant culture, maintaining the socio-cultural and political the status quo. This parallels Bourdieu's views of the educational system reproducing class structure. The existing state of education changes at its own pace, like that of societal change. Within the constructs of western society the social identities of minorities have been oppressed and subjugated. I have argued that forms of multiculturalism – which I refer to as vulgar and managed multiculturalism – now dominant and reproduce this type of oppression.

In the following sections, I have defined vulgar multiculturalism and explained its connection to education and the reading curricula. I have also given examples of what vulgar multiculturalism looks like in schools today. I then define managed multiculturalism and explain its connection to education and the reading curricula. I also give examples of what managed multiculturalism looks like in schools today. Finally, I have explained why vulgar and managed multiculturalism are problematic.

Vulgar Multiculturalism

Vulgar multiculturalism refers to the marginalization or fetishizing “celebrations of difference” and diversity in schools today. Sonia Nieto (1998) refers to this as a *heroes and holidays* version of multiculturalism. This type of multiculturalism is evident within classrooms and throughout the curriculum inside public schools. The diversity in schools is measured by the accepted notion of standard comparison; which is white mainstream culture. This version of multiculturalism focuses on contributions of minorities to the mainstream culture and in response

the mainstream culture gives these contributors a day of celebration or notice. Instead of specific cultures being included in mainstream curriculum, these cultures are supplements to the standard curriculum (Banks, 1994).

In terms of classroom practices under this brand of multicultural education, classrooms consist of cultural celebrations, special days, and assemblies on minority topics that are set aside as an addition to the normal school day. For example, classroom teachers may require students do something special during February for Black History Month. Students may be asked to write an academic report on a famous African American. The attention that is brought to the exploitation of a few good examples of minorities adds to the confusion for students, placing these *others* as different from some.

Society is similarly guilty of *vulgar* multiculturalism. For example, *The Disney Channel* has a segment between regularly scheduled shows that is called *Pass the Plate*. This is where stars of popular *Disney* shows travel to various parts of the world and discuss the cuisine that is popular in another country. Also, during Black History Month, *The Disney Channel* will have mini-segments to stop and celebrate a famous African American.

On one hand, these acts of celebration may be done with good intentions; and are liberating. On the other hand, these same acts of celebration can be oppressive. This binary perception of the reasoning behind the efforts of recognizing diversity only works towards maintaining the status quo of the mainstream culture. The questions then become: to whom is the power given and by whom is the power distributed? It is clear that the distributor of power is the one in charge. While recognition is acclaimed and sometimes widely sought after, it also brings

with it the notion of difference; and the recognition of those to whom the group being recognized “owe” for allowing diversity to become acceptable.

Managed Multiculturalism

Managed multiculturalism and vulgar multiculturalism are generalized conceptions of the same phenomenon in which mainstream society attempts to compensate in a vain manner the minority sections of the population. Multiculturalism is more than an act or a specialized day. The simulated acts of multiculturalism that occur within schools only undermine authentic efforts towards inclusion and lead to the further degradation of diversified individuals and groups. In order for authentic or CMC to be integrated within an organization the leadership must be inclusive, the sources must be authentic, and the vision must be shared. Most educators do not know what multiculturalism is or how to approach it. Schools and educators replicate the manner in which mainstream society implements facets pertaining to multiculturalism. Another point made by Garvey (1996) is that the position of students and educators is that culture is nothing more than an inborn trait to be reckoned with. Like vulgar multiculturalism, managed multiculturalism is recognized as the conscious effort to recognize specific events, dates, individuals, or groups that have a cultural identity that is different from the dominant culture. Managed multiculturalism is meant by Garvey (1996) as a way in which the dominant culture further marginalizes differences in culture and further strengthens the divide between the differences that exist among the cultures. In short, managed multiculturalism refers to supervised or directly planned celebrations that superficially give approbation in order to appear as an agent of social justice (Johnston, 1993).

This type of managed multiculturalism is akin to the tolerance justification, which means society will endure a limited amount of information or difference before it has had enough. Exposing the contributions of these marginalized people is wonderful, but what it changed as far as bringing authenticity and relevance into the students' understanding remains unknown. Even though managed multiculturalism may not be intended to further marginalize groups, it can and does.

Managed multiculturalism is a form of misrecognition in that the ideals behind the premise of multiculturalism contradict the motivating factors associated with the manner in which multiculturalism is celebrated. The term misrecognition is used to define managed multiculturalism based on Bourdieu's (1977) concept of misrecognition in which the acts associated with multiculturalism are the subconsciously understood behaviors and actions of society. The current pedagogical approach towards multiculturalism takes characteristics of cultures out of context and through such fetishization minimizes or devalues the integration process that is a major goal of the multicultural movement away from the monocultural dominance that exists in western society.

Why vulgar and managed multiculturalism are problematic

Those who are dedicated and continually work diligently will, with a little bit of luck, overcome their "issues" and eventually adopt the ideas and means necessary to be successful. Garvey (1996) states the concern that the application of multicultural efforts may do more harm than good and portray the past in a manner that is not completely accurate. As noted by Garvey (1996, p.30) "Multi-cultural education tends to discount the significance of present-day oppression or, if it does acknowledge it, tends to present it as oppression without oppressors."

Even though both vulgar multiculturalism and managed multiculturalism can sometimes seem like legitimate forms of cultural change, the ideological premise behind them are sometimes unclear. These types of multiculturalism correspond accordingly with society's monocultural stance concerning efforts towards multicultural expertise. Monocultural educational arenas follow some aspects of the corporate multiculturalism as illustrated by Goldberg (1994). This term as noted by Goldberg (1994) is viewed as a shared view of multiculturalism that is generally accepted by most of the mainstream culture and he uses this term as a means to dictate that the dominant culture still decides what is accepted within society. The customary traditions of the dominant society drive the forces of ritualistic participation in fragmented multicultural acts. Goldberg (1994) examines the nature of maintaining power and control through corporate multiculturalism. The superficial acts of corporate multiculturalism, like heroes and holidays type celebrations, (Goldberg, 1994) further exacerbate issues of exclusion through the exploitation of the suppressed through gimmicks that satisfy the requirements of an organization, but are meaningless. The further marginalization of others through multiculturalism that is not authentic is related to the value and acknowledgement of oneself.

The Theoretical Underpinnings of Critical Multiculturalism

While seeking to recognize the cultural and other contributions of historically marginalized groups (as per, say, managed multiculturalism), CMC evolves from a deeper understanding of ideology, hegemony, and privilege. These constructs speak directly to the purposes of CMC, which include the drive for authentic self-identification and societal transformation.

Due to the nature of CMC and the various theories and definitions surrounding this topic, it is important to clearly define what CMC is and the theoretical underpinnings surrounding this topic. The theories related to education, particularly multicultural education, are subjective and can be easily misunderstood. The theoretical underpinnings of any topic are the ideals, ideas, and notions that are closely associated to the main topic; which in this case is CMC. The theoretical underpinnings for CMC include ideology, hegemony, and privilege. An introduction of ideology, hegemony, and privilege are presented in this section and these components are also discussed separately in greater detail in the next section. These sets of structural elements help to make up the definition of CMC and the background of factors that make it a topic that can stand on its own.

The first foundational element of CMC is ideology. Ideology is a set of beliefs that are sometimes identified with a particular person or a group of people based on factors such as background, status, race, ethnicity, and many more unique variables. These variables work together to formulate a belief system that can be so identifiable in a person, or group, that it is as much a part of them and their mindset as a physical characteristic like hair or eye color. Even though the ideological beliefs that a person, or group has, cannot be seen and sometimes the person does not even realize it, the beliefs system makes up the person and causes their actions and behaviors. Ideology is such a strong force that it can aid in determining societal systems, like political, economic, educational, and other systems with the society in which the particular ideological structure is dominant. The reason that ideology helps support CMC is that it causes the notion of ideology to be examined and set aside so as to ensure that the comprehension of CMC are not swayed or skewed by any person's, or group's, beliefs or thoughts.

The second theoretical underpinning of CMC is hegemony. Hegemony is a type of control and governance by one group of people over another group of people that exist within the same societal domain. This is the class within the societal structure that dominates or rules the others within the class structure. Examples of hegemony can be simply thought of as the leaders with political powers or the kids in school that rule the school. Hegemony shapes the actions, beliefs, thought processes and levels of acceptance within a society. Hegemony is set by the ruling class. Marx (2005) explained that hegemony is a means of control and leverage that is utilized to preserve order and enforce compliance within the structures of the group. Marx (2005) also stressed that hegemony is a way to maintain the status quo. This is why hegemony is a critical element for CMC and is a theoretical underpinning that is essential in order for CMC to be effective. In order for CMC to become a factor that is recognized, the notion of hegemony has to be confronted and examined with great emphasis.

Privilege is also a theoretical underpinning of CMC. The privileges that are being referred to in this study are white privilege, male privilege, or privilege of class. White privilege, which is just a form of any type of privilege, is basically the advantages that are given to white people based solely on the color of their skin. The advantages are given to white people over any others that exist within the same societal structures as each other (political, economic, and educational). These advantages that are given are so embedded within societal structure that to some individuals they are hard to identify or recognize; especially to those people who are not aware of this topic. Privilege is a very important facet of CMC because it is a basic element that has to be identified and brought out in order for any progress to be made in the area of CMC and the understanding of it. One very important element that supports CMC is that privilege gives

people the ability and power to decipher what will be accepted or tolerated, as well as, what will be considered standard or what is normal. The same ideas apply to male privilege also. This is when certain advantages are given to men solely based on their gender. Privilege of class are privileges that are given to those that maintain a higher social standing due to a variety of factors, including money, background, job, etc.

Ideology, hegemony, and privilege are the theoretical underpinnings that make up the definition of CMC that will be utilized as the foundational definition within this study. Theorists and researchers such as Sleeter (1993), McLaren (1989; 1994), Nieto (2004), Marx (2005), and Banks (1994; 1995) have helped create and develop of a meaningful definition of CMC. Banks (1994; 1995) stresses academic fairness, Nieto (2004) refused to accept discrimination and insists on efforts towards school reform efforts that are merged with societal changes focused on equality in education. Marx's (2005) ideas and thoughts about capitalism and hegemony shed light on what CMC efforts. McLaren's (1989; 1994) views on critical pedagogy and social justice further help in understanding the components associated with CMC. CMC is the critical examination of efforts of reform and societal change while taking into account the associations and influences of ideology, hegemony, and privilege. CMC is about challenging one's own ideology, level of hegemony and privilege, as well as, the influences that society has on the educational organizational structure, curriculum, and all of the other factors that encompass what is known as the system of education. CMC is an objective stance on progressive changes that are in the best interest of all parties without any political, societal, educational, or economical prejudices.

Ideology

Ideology represents a conformist view of perceptions that establishes a specific set of principles and beliefs. Ideology is associated with political views and the philosophy that was associated with a specific cultural or personal belief. The dominant ideology that frames the organization behind the school curriculum represents the beliefs of the mainstream culture, which in the case of public schools is centered on the political and economic systems and powers. These powers are occupied by the wealthy and influential people that make up the decision making groups that regulate and promote change concerning the curriculum. This can be oppressive in the schools concerning the curriculum because the dominant powers that dictate and control curriculum change are not completely representative of the entire school population. The oppression that can be experienced within the school setting and within the curriculum can be in the form of a lack of diversity within the curriculum or the availability of multicultural resources. The curriculum standards that the school and teacher are responsible for teaching must contain standards that stress and address multiculturalism in order for the topics of diversity and multiculturalism to be implemented consistently across all areas of the curriculum. The dominant ideology manifests itself in schools by the curriculum, the resources, and all things that either directly or indirectly affects the students from the code of conduct to extracurricular activities. The manifestation of the dominant ideology is supported by the Marxist views concerning the weaknesses of such a capitalistic approach to education and expanding the knowledge of students. The problems that result from this type of approach to education all focus on the issues of monoculturalistic views and exposures within the educational setting. Offering students opportunities to explore and discover the diversity that exists within our world only opens their minds and allows them to challenge their own ideology and beliefs. That is why CMC is so

important within the schools. The term ideology is closely associated with Marxist ideals and a set of political, economic, and societal convictions. Ideology formulates the actions, interpretations, and feelings that specific sects of society maintain as their truth. The opinions and attitudes that a culture associates with can define how society is viewed, as well as, how they perceive that society views them. These views derive from the basic belief system that is in place and engrained within the cultural system. The structural organization of society and the specific cultures within society revolve around the dominant culture's ideology and everything that ideology represents. These beliefs may or may not be factual or may be developed from a limited amount of misinformation. The views of a culture may not be an accurate portrayal of a group, but are a way in which the cultural group can identify the 'others' within the world that are different from their own culture. Karl Marx (2005) suggests that a culture's prevailing ideology is fundamental to its existence and the systematic manner in which the culture and its members interact within society. Marx (2005) goes on to theorize that the fiscal foundation of a society is constructed by the political arena of that specific culture. Marx (2005) mentions the obvious, that the people with the power determine the acceptance of all structures within the society and the ideologies that are present or rejected within the culture that they live in, as well as, what is thought about the ideologies of other cultures. The point that Marx (2005) was stating was that the overwhelming power that ideology has overshadows all other subcomponents within the society. A group's ideology doctrinally obscures the separated groups of people by means of misconceptions about the current reality or state of affairs.

The theories of the past and present are consistent with the understanding that the dominant society can influence the marginal class through ideological hegemony. This belief can

then turn into a state of acceptance for all classes. Louis Althusser (1970) suggested a worldly notion of ideology that relies on the unspoken assumptions and understandings that are the pillars of ideological beliefs within a culture. Althusser (1970) promoted the thought that ideology is an output of social behaviors and acceptances. The goal of ideological thinking for a group is control and power and how to use the power to get what they wanted or further control.

The configuration of ideology is constructed from the beliefs, principles, and ideals that are formally and informally passed on from one group or person to the next generation. The ideology of a group becomes an unspoken rule that can supersede laws of the land or manmade laws. Ideologies may be politically, religiously, or socially based. The separation from a person and the group ideology that they are a part of can be difficult. The central ideologies of a culture can sometimes appear unbiased, with the mindset and perceptions that their convictions are unopposed. Any ideologies that do not go along with the mainstream culture's ideology are viewed as extreme, without consideration for the validity of the factors of the beliefs.

Establishments that battle for control will attempt to sway the ideology of a group towards their way of thinking. At the time when a specific group of people believe that their worldview of believing, ideology, is paramount then the ideological foundations turn into conceptions of supremacy. No longer do groups in power even entertain the idea of contradictory ideals or beliefs. To attain ideological uniformity groups continue to limit all efforts of change by anyone or any group that is focusing on different perspectives of an issue.

The beliefs and principles that derive from specific cultural groups embed themselves deeply within each member's identity. Therefore, it may be impossible to separate these beliefs with the individual. Teachers impose their ideas and convictions in their classrooms both directly

and indirectly. The maintenance of the dominant power's position and status quo are, according to Althusser (1970), accomplished predominantly through the educational system. Althusser proposes that the educational system is part of the ideological apparatus through which society promotes the possibilities that exist for children through their alliance and usage of this system. However, Althusser (1970) indicates that education is one of the ideological apparatus' that is driven by the hopes of parents for individual growth, knowledge, and success. The ideological apparatus that Althusser (1970) describes differs from the repressive apparatus, like law and government, in that the repressive apparatus is motivated by violence and punishment. The structures within the ideological apparatus can motivate or admonish more effectively through disapproval or self-shame as well. Althusser (1970) speaks to the revolving nature of societal structure and that the various ideological apparatuses that exist are reinforced by the repressive apparatus. Althusser (1970) goes on to reiterate the reciprocal nature of the ideological apparatus components and the repressive apparatus components and the degrees to which they unite to keep the other structure viable. The summation of the ideological influence on pedagogy is through the notion that the fear of inclusion of others directly reduces the dominant culture's power and control.

Another scholarly example of the influence ideology has on pedagogy stems from Giroux' (1989) conception that the dominant culture does influence pedagogy and the curriculum within the contexts of the school. The tolerated dialogue and thought that is allowed in the classroom is most certainly dictated by the ideology of the teacher and the institution, and thus may be a factor in ostracizing students in the classroom that do not fit the mold of the dominant culture (Glazier & Seo, 2005).

Pedagogical flaws can and do exist within the educational setting through the instructional design, curriculum, resources utilized, pedagogical approaches, discussions, activities, and perceptions within the classroom. Educators transfer their ideological beliefs into their practice. This can mean that whatever the teacher believes about race, sexuality, religion, and basic rights can transfer to the student. The teacher has a schema for these beliefs, which come from their own existence and experiences (Sleeter, 1993). These ideals and beliefs, whether conscious or unconscious, are based on the quest to maintain power and privilege. One point made by Rivière (2008) is that, due to the fact that a teacher's ideology influences their pedagogy, the pedagogical approach utilized in the classroom can reinforce predetermined assumptions and actions of discrimination within the classroom and school. A profound issue remains with how the inequitable structures maintain a certain silence, which leads one to be involved (either voluntarily or involuntarily) in racial marginalization.

Pedagogical Implications of Ideology

The pedagogical influences on ideology are pervasive and virtually impossible to separate from societal factors that are present within any individual, structure, or organization. The pedagogical influences on ideology defer back to Althusser's (1970) pronouncement that education is the leading ideological apparatus. Even though the intentions of education are perversely promoted as liberal and means to autonomy, freedom, growth and understanding, the actuality is that the leaders within this structure (the teachers) are function under what Althusser (1970) terms as the ideological state apparatus in which punishments from non-compliance exist. These punishments can be ostracizing and lack of tolerance or acceptance. According to Nieto (2004), the ability for the teacher to think critically, the knowledge of the teacher, and the

presentation of the curricula are basic elements of pedagogy. Each student within the classroom needs to feel valued and respected in order for the pedagogical approach to be effective in a manner that is conducive to optimal learning. Pedagogy is more than knowledge, experience, and preparation. Pedagogy comes about by the ideological disposition of the educator. Bartolome (1994) recommends that teachers maintain a pedagogy that encompasses all students' cultural capital, or lack thereof. The learning environment is an essential part of the teaching and learning process. The foundational issues of a teacher's pedagogical beliefs most definitely affect the learning environment for the student. Therefore, if the educator fundamentally feels passionately about a specific issue, the discourse that occurs will influence the students. This is how pedagogy actively controls curriculum. Critical educators use their means to examine openly ideologically challenging dialogue and use this to influence students through pedagogy.

The personal history of a person determines the perceptions of their own identity and of the world in general (Berry, 2005). The experiences that teachers bring into the classroom that deal with various cultures can become experiences that students can draw from and adapt into an individual's own culture. Taking away creativity and ensuring that the curriculum is presented in a scripted manner can work to maintain the status quo (McLaren, 1994). These types of practices are related to ideology and the practices associated with the attempt at keeping the ideology intact. Efforts, such as scripted curriculum, function as an influence for capitalistic demands such as productivity, culpability, and strict guidance and adherence to the directions. The state of the educational system and its influence on maintaining the status quo allows the use of scripted education and mono-ethnic curriculum to remain pervasive and expected. The use of scripted curriculum is targeted towards minorities and those who differ from the dominant culture.

Scripted curriculum is designed by those who have a goal of uniformity and ensuring specific curriculum guidelines are adhered to; most of which meet the needs associated with a monocultural view. It is imperative that the institution should change the interpretation and implementation of multicultural education if the effects are to be deconstructed, embedded, long lasting, and effective. Teachers should view themselves as change agents, willing to believe, plan, and act on positive changes towards multicultural education efforts that are inclusive and exist beyond the classroom.

Personal history and background are basic components that teachers and students bring with them into the classroom. This is true for the African American culture wherein the influences of community and church are central powers for acceptance and understanding. It can be noted that the influence of the powerful culture stresses the relationship between African American linguistics and the perceptions of their intelligence by the mainstream culture. The remedy of this misconception is ongoing exposure to diverse material and the ability and freedom within the classroom to explore difference. Most educators agree that multicultural education and the exposure to diversity is important, but the level to which critical and authentic multiculturalism is used is still up for debate.

Hegemony

Hegemony is the controlling power of a group that relegates what is acceptable, tolerated, desired, and shunned. The major factor of hegemony is the ability to get the non-dominant groups to work heavily in the maintenance of power for the dominant group without the conscious knowledge of such efforts. Hegemony molds society and all of its members into the participants necessary to maintain the ideals that exist within a given structure. Hegemony

affects the educational system by reflecting the dominant views and perceptions on the economic system that are upheld within the dominant society. Due to possible factors such as past school experiences, cultural differences that lead to not understanding school policies or protocol, or possible language barriers there can be an understandable conflict that exists between minorities and the school structure. Hegemony makes this oppression acceptable to the point that it can be unrecognizable to some degree. Hegemony is an overwhelming construct to which all participate even without the consent or knowledge. This lack of knowledge is reiterated by McLaren (1994) and his notion regarding hegemony by relating minority resistance with minority submission. The minority students' resistance against the dominant culture's organization of school structure actually plays into the reproduction of social class and status to the extent that they resolve to not play a part in the role of the dominant culture, which is, unfortunately, associated with school success.

The minority sects of the population tend to, unknowingly, participate in the social scheme to preserve their level of cultural capital. In order for the non-dominant portion of the population to increase their cultural capital and make a place for themselves in mainstream culture, the gap between themselves and the rest of the world must decrease. The steps to decreasing this gap begins with the recognition that a problem, or a gap, does exist, then strategies and actions steps must be implemented and effectively monitored to ensure that these gaps will be closed. Power, privilege, and class all lead to a narrow minded view of what is acceptable curriculum. The caste system is still prevalent and students come to school with the notion of who they are and where they come from as the social order that is exists within schools

and larger society (hooks, 1994). It is an educator's job to break down these barriers and close the gaps that exist between the dominant class and all other sects of society.

The recognition of hegemony, as well as ideology and privilege, is an initial step towards closing the gap between cultural groups and society's organizations of political, economic, and educational systems. Understanding the notion and effects of hegemony and how it promotes cultural assimilation, which is the societal immersion of a group of people into the dominant groups' mainstream beliefs, understandings, and ways of life, is essential to breaking down barriers and working towards closing any cultural gaps. For example, African American students may not possess the cultural capital to become as successful in school or meaningfully connect with the curriculum (standards based or hidden) as students that are a part of the dominant group. However, in order for any student to be successful in schools that are designed by the dominant group cultural assimilation is required. Cultural assimilation is conducted through the forced influence of the dominant culture and by leaving no option for success or survival for any group or individual that refuses to assimilate. The discourse surrounding hegemony needs to be brought to the forefront, thus allowing open dialogue about discussions concerning whiteness, oppression, dominance, and multiculturalism. Hegemony prohibits open discourse and critical examination of controversial topics within the realm of multicultural education. Discussing hegemony and exposing the elements and influences that exist from the hegemony that drives society and those that exist within it, as well as the open dialogue and discourse, can be eye-opening to students (Rivière, 2008). Educators have the opportunity to expose students to information, curriculum, and experiences that make them look at things differently and to challenge what they know, believe, and feel. Hegemony opposes change that affect society and

the manner in which the daily operations work. Critical educators need to promote change and challenge the status quo (Liston & Zeichner, 1991).

Hegemony exists because of the past and predicts the future. Within the social constructs of other diverse cultures, the power revolves around various dominant structures. The social protest and resistance of the mainstream power structure to accept other cultural systems of power creates a dichotomous relationship that must exist between the “true” self and the acceptance in a mainstream structural system. Open discourse and CMC go against the grain of hegemony and threaten the dominant power (Nieto, 2004). As McIntosh (1988, 1990, and 1993) suggests, the dominant culture wants to convert anyone who is different to fit into the dominant culture’s view of acceptability.

Privilege

Privilege is an unearned advantage or a special treatment given to someone based on an attribute or status. When explaining the premise of privilege, Kailin (2002) stresses that the lack of true understanding or realization is an underlying principle of privilege. Privilege is an abstract concept that can be readily ignored by the one possessing it because the privileges they experience are part of their culture and way of life. Privilege can be the way people treat one another, the door that is opened for some and not others, opportunities, and/or freedoms. Kailin (2002) also stresses the ease of privilege and the ultimate knowledge that people can revert back to their privileges when things get tough, uncomfortable, or perhaps without even realizing they have done so.

McIntosh (1988, 1990, 1993) alludes to the problem of society and the influences that accompany cultural viewpoints with the idea of the "invisible weightless knapsack" of white and

male privileges. What McIntosh (1988, 1990, and 1993) is talking about is the, sometimes unrecognized, benefits and privileges that go along with being part of the dominant culture. The idea of never having to think about one's race or ethnicity makes the understanding of what advantages actually exist for specific people is never an issue, which is privilege. One part of privilege is the ability to use inclusion as a means of helping minorities, when in reality could be a way in which others are further marginalized. When one dominant group or individual uses their influence that comes along with privilege to decide whether a minority or non-dominant member is included or excluded is a way to keep those not in a position of power on the outskirts of the inner circle; at least for the time allowed. The ability that one group has to decide when another group can be included is a way to maintain power and marginalize the non-dominant group or member. This use of privilege is a form of oppression. The ability, power, and privilege that dominant culture possesses afford them the opportunity to decide what is accepted, celebrated, or tolerated within society that is accepted, celebrated, or tolerated within society. This can work to keep the minorities in a position of debt or at a disadvantage towards the dominant culture. Privilege in the sense that is meant in this section is the unknown and/or uncontrollable allowances that accompany a person or group within the dominant society. The notion of privilege is founded in the hegemony that is constructed through ideological underpinnings. These constructs are so deeply engrained that the ideals associated with them are inseparable from the identities that exist because of them.

As argued by Johnston (2003) the influences of privilege can be used as significant organizing tools in the politics of recognition and the empowerment of community groups who have been disenfranchised and marginalized by the school system. This type of privilege is often

mistaken for authentic multiculturalism. Privilege, as it relates to multicultural education efforts, can work to negate any progress due to the fact that privilege doesn't allow people in power to view reality objectively, but solely based on their interpretation, or privileged view, of what is actually happening. Examples of how privilege can cloud an objective view of reality include some experiences I have encountered in the public school setting. I have often heard teachers complain about some parents of minority students and how they can do better or try harder, or 'pull themselves up by their bootstraps'. Teachers sometimes say these types of things while not really seeing the privileges that they themselves have had, like education or job opportunities. Privilege also related to the ideas associated with the American dream which stresses that equality and success is attainable to all. The ideas surrounding privilege can be passed on to others through cultural mores or traditions which magnify the notion that if a person wants to be successful, they just have to try harder or work harder and they can be anything they want to be. This misinterpretation of reality can be clouded by the ideals surrounding privilege. Privilege is all about unearned advantage. Another example of how privilege can cloud reality is taking one's race, gender, or status for granted and not having to think about these attributes and the affects the attributes have on any circumstances.

The types of privilege that have been discussed can exist without ever being recognized by the persons that possess such advantage. Privilege can be based on a variety of unearned vantage points, like gender, status, wealth, or race. Privilege based on race can be recognized as white privilege. White privilege is the unearned advantages that are afforded to those who have white skin or who are Caucasian. Whiteness revolves around power and dominance that is exerted over all other races and cultures. The historical concept of whiteness, as describe by

Harris (1995), derives from the notions of property and the rights that come along with recognized as being white. African Americans were identified in the law as property during the era of slavery. The identification with skin color and ownership, as in property, gave people identified as white an advantage. As long as a person was recognized as being white, they could not be seen as property and the dangers associated with slavery were non-existent. This association, as suggested by Harris (1995), between the economy (property ownership) and the elite status of being white, has transcended into whiteness as a form of power and dominance, as well as, supremacy over all non-whites. Whiteness is a valuable asset that remains constant and cannot be replaced with wealth; whiteness is priceless. Whiteness has emerged through history as a stem from white supremacy and carries with it the ability to exclude and repress people from other races (Harris, 1995). Along with whiteness as status property (Harris, 1995) comes the privileges and advantages that are allowable to only those who possess it. Harris (1995) goes on to call whiteness *racialized privilege* that is utilized as a means of *social advantage* which exists for all whites, no matter their level of wealth or authority. Basically white privileges are the advantages of possessing whiteness and come as a result of being white.

Critical Multiculturalism

CMC should be utilized as a means to open a student's eyes and mind when it comes to challenging elements such as ideology, the dominant culture, and society. CMC is a way of processing information concerning societal and cultural issues. CMC is a way of analyzing and thinking in a very precise way that considers all aspects and sides of a circumstance while not judging a situation or issue based on ideological beliefs. When a student analyzes information, constructs their own thoughts about situations, and begin to challenge the way in which they

view society. CMC also helps students develop thoughtful questions and thoughts concerning the social, political, and economic dynamics that exist within society. It is imperative that the educational process include opportunities that prepare students to think and act critically in response to society and the ideals that exist within the classroom setting and beyond the school environment. As noted by Blum (2004) education and teaching students to think critically, while being self-reflective, are keys to establishing a true multicultural society. Teaching children to notice the world around them and consider the implications of societal actions, as well as their own actions (or lack thereof), helps to develop critical thinkers that can view the world with the consideration of the multiple views that exist.

The self-reflective nature of learning to think critically is examined by Blum (2004) when he stresses the importance of children sharing times, situations, or events in their lives in which they feel like they had been discriminated against. Blum (2004) goes on to illuminate the learning opportunities when an open dialogue is presented to children when a teacher is trying to engage students to think critically about multiculturalism. This type of discourse and open forum for discussion leaves an opportunity for the inclusion of multicultural literature and the situations that exist within the reading selections that could provide students with the schema to be able to interact with one another during classroom discussions. This open dialogue has the potential to transfer over into thoughts and actions in real life situations that students may encounter in dealing with people from different cultures or are a different race than them.

Ideology, hegemony, and privilege are constructs that ensure the necessity for CMC and the elements that accompany it. The purposes of critical multicultural education, given these theoretical underpinnings are to provide the opportunities for learning proactive and preventative

strategies necessary to promote a multicultural society both inside and outside of the classroom and beyond the bounds of school. While ideology cannot be separated from a person, their identity, or belief system; CMC efforts can bring to light a variety of views and perspectives from the world. The hope is that exposing children to diversity and difference will cause them to recognize and confront society's central principles which support the dominant culture while oppressing the marginalized cultures. One goal of education is to promote the students' ability to become productive change agents within society. Freire (1993) indicates that the state of oppression must be recognized through pedagogical means in order for the actions of liberation to finally be realized. Freedom from oppression, whether to liberate or to be liberated, is a complex circumstance that can be slowly recognized by the oppressor and the oppressed through educational experiences and the stressed separation from the mainstream ideological undercurrents (Freire, 1993). Freedom from ideological restraints may not be completely possible, but through critical analysis, education, and multicultural pedagogy it can be seen for what it really is. Freire (1993) further states that escaping oppression is not the goal, but a two-sided transformation is what's needed in order for true societal change. In the case of multiculturalism, ideology must be openly examined and explored in order for an open discussion to be able to take place. Students need to know that ideology influences the way society is viewed, how people view themselves, and how people are viewed by others. Ideology is essentially part of what makes up a person's beliefs and a factor that causes their actions. The necessity for all participants to be open to engage in the search for validity within their own perceptions is essential so as to not allow hegemony to prevail over authentic multiculturalism. CMC must work towards assisting in the educational success of all learners from all

backgrounds. The complete acceptance, validation, and inclusion of all groups require deconstructing past ideologies that permeate into pedagogical practices. The pedagogical practices include actions that maintain the status quo and play into the predetermined roles of the dominant culture. These pedagogical practices are manifested through the instructional strategies utilized, materials and resources chosen, classroom management practices, and pedagogical beliefs that results in actions that derive from ideology.

Many educators and scholars have examined the definition of multicultural education. For example, Castagno (2009) asserts the idea that the excessive definitions of multicultural education have diluted the goals and understanding of what it exactly means. Another example is Jay's (2005) concept of CMC which includes recognition of the unequal distribution of power in school settings, and society. This can be viewed as the catalyst in the efforts for positive change. Social justice, social awareness, and the exposure to diversity are part of what is expected from critical multicultural education.

Waal-Lucas (2007) agrees that multicultural education incorporates many elements of inclusion and information concerning ethnicity. Being knowledgeable about difference and diversity is important. However, the presentation of multicultural knowledge must be done in a manner that maintains the respect that is deserved to all cultures. The material and the instructional strategies used are both equally important. Educating students about other students takes proper planning, curriculum, and expertise. Wilhelm (1998) defines multicultural education as an issue that includes all of the aspects of what makes an ethnic group unique. The key word from Wilhelm (1998) is "unique" which is meant to bring out a comparison between the other culture and the dominant culture.

The silence that exists within the classroom mirrors that of societal political correctness. The lack of authentic dialogue reinscribes the status quo. The lack of knowledge of what to say and how to say it remains pervasive within the classroom and further clouds the stance of CMC. Silence is reiterated through vulgar displays of multiculturalism. The goals associated with CMC, which include strategies for self-reflection and the construction of one's own learning, are not what is typically thought of concerning the implementation of multicultural education efforts within the classroom setting. The discourse that encourages or rejects engagement during learning opportunities sets the tone for student involvement or understanding within the classroom.

McLaren (1994) addresses the critical nature of multiculturalism against the hegemony that exists within society and the classroom. What goes on in the school can be ideology-shaping if the core values are challenged in a productive and progressive manner. This takes meaningful dialogue that causes the belief system that is constructed within individuals to be confronted with a varied set of truths. There is an understandable conflict that exists between minorities and the school structures that originally oppress the minorities. McLaren's (1994) views on resistance and class structure are at the very core of ideological standards and their influence on pedagogical actions. McLaren (1994) goes on to strengthen his argument regarding hegemony by relating minority resistance with minority submission. The minority students' resistance against the dominant culture's organization of school structure actually plays into the reproduction of social class and status. This results in the minorities resolve to not play a part in the role of the dominant culture, which is associated with school success. The cycle that develops from this

continual reinscription of the status quo from the actions of the dominant culture produces the oppression that reduces the opportunities available for minority students.

In order for CMC to exist there needs to be an open discourse between all participating parties. Nieto (2004) states that society must move from monocultural education which focuses on completely one view to true multicultural education in which students and teachers are allowed to make decisions and act beyond the curriculum. Many educators' past experiences can lead to feelings and actions of unintentional racism. This is going to occur within the classroom through CMC, not the vulgar practices that exhibit a lack of connection between diversity and reality.

Nieto (2004) reaffirms throughout her work that multicultural education is inclusive. Diversity and multicultural education need the critical examination that is present with authentic and critical multicultural education. Ideology does affect pedagogy; however, an ongoing, self-reflective praxis concerning curriculum and delivery can give the opportunity for more positive outcomes with minorities and education. It is essential that educators use the resources that accompany multicultural education; one of these examples is multicultural and diverse literature. Students deserve the opportunity to explore cultures through the eyes of the many that have experienced it. I turn to a discussion of the importance of the reading selections and the reading curriculum vis-à-vis critical multicultural education in the next chapter.

CHAPTER 3: MULTICULTURAL LITERATURE

Introduction

In the previous chapter, I identified what I take to be the status quo in education and schools today concerning diversity and multiculturalism in the reading curriculum. CMC and its theoretical underpinnings, ideology, hegemony, and privilege, were defined and explained. The relationship between these concepts and the pedagogical influences that exist within today's educational arena are also areas of focus from the previous chapter. In the previous chapter vulgar and managed multiculturalism were defined and the connections each have to education and the reading curricula were explained. Examples of what vulgar and managed multiculturalism look like in schools today were presented as well. Next, I explained why vulgar and managed multiculturalism are problematic and why it is necessary for CMC. I then defined and explained CMC and the functions of CMC, like ideology, hegemony, and privilege. Then, given this framework I explained what CMC is. This will inform my discussion of multicultural curriculum.

I. Multicultural Literature

A. What is it?

Multicultural literature is under the umbrella of multicultural education which involves a diverse array of materials, methods, and experiences. Multicultural literature is made up of a variety of texts traditionally left out of the mainstream reading curriculum. It consists of real stories, real people, and real events that represent a minority section of the population.

Multicultural literature entails a variety of stories and genres, which focuses on events and characters from the society that may be under-represented (Sanders, 2009). The issue with a limited level of curriculum diversity is a direct result of the ideologies that exist within the dominant culture's high levels of power, privilege, and superiority. Moreover, the maintained ideology within many non-diverse public school settings has become a "truth" due to the constructed views and norms of society dictated by the privileged class.

Multicultural literature gives students the tools necessary to identify differences and think beyond what they know or have experienced in their own lives. Thinking critically and being able to comprehend different viewpoints are essential components for students who want to be successful and compete in the global world in which we all exist today. Blum (2004) also agrees that in order for a true multicultural society to exist, critical thinking concerning diversity and culture are imperative.

Multicultural literature opens the door for students to think about their own identity and the constructs, ideology, hegemony, and privilege, that make them feel, think, and act the way that they do. Literature is a community's way to express the historical implications and principles and traditional customs that are important; McFadden (1978) calls this a *canon*. Literature is a means in which a sect of society portrays themselves in relation to the rest of society and the world. Students need to be exposed to multicultural reading selections in order to have a worldwide view of the past, present, and the possibilities of the future. Multicultural literature is all about exposing students to thoughts, ideas, places, people, experiences, and for a period of time, existing within these elemental boundaries of someone else's reality.

In order for something to be called literature, it must meet specific criteria...the extent of the criteria varies based on who or what is defining what is or is not literature (Meyer, 1997). Literature is described to be what is valuable enough to be taught to students (Hirsch, 1978). Freire (1993) stresses education as a key factor in intellectual freedom and this objective cannot be attained without viewing the perspectives of others. Exposing students to multicultural reading selections can help accomplish this task. Multicultural literature is a means of relating diversity within the limits of the existing dominant worldview (Bishop, 1997).

Multicultural literature has multiple elements and many scholars have defined it in a variety of ways (Hinton, 2006). One element that multicultural literature includes is the ideas associated with encouraging pluralism (Gibson, 1976). The exposure to diversity and nurturing the development of a multi-perspective consciousness of the world is what multicultural literature can give to students. Lowery and Sabis-Burns (2007) express the idea that multicultural literature is a form of exploration; this in turn can lead to discovery of difference. Multicultural literature is a manner in which we can motivate students to become more receptive to the lives, experiences, views, and truths of others. Multicultural literature can be used as an interruption in how the world is viewed by the dominant society and is a transport to the lives and perspectives of others. It is a way to compare and contrast how students see themselves and others. Multicultural literature is also a way to think metacognitively about issues concerning past experiences when dealing with difference and possibly interpret it differently based on new learning or understanding. Multicultural literature allows students to view people that are not generally represented within mainstream literature and take into accounts that these people are, their culture, and views.

B. What is the purpose of multicultural literature?

The purposes of multicultural literature, accompanied with multicultural education, are to help promote the development of student consciousness, cultural awareness, and acceptance. Student consciousness begins with the student being made aware of the reality that surrounds them. Awareness is a progressive process that takes effort, time, understanding, hard work, and dedication on the part of the teacher; which if done correctly will transfer to the student over time. Developing student consciousness is akin to Freire's (1970) notion of conscientization. Conscientization (Freire, 1970) is a progressive state of involving students in the analytical contemplation about their own existence and truth. Multicultural literature gives students the opportunities to engage in this process of understanding themselves, their views and perspectives, and the relationship these ideas have with the reality that exists around them. The conscious awareness that the reality in which students live is not shared by others is a working and changing state of understanding and comprehension.

Multicultural literature can be used as a tool for self-reflection (Galda, 1998). Self-reflection is also an essential asset to the use of multicultural literature. It promotes student to ask questions of themselves, others, and the truths that are part of their own identity and their place in the world. Changing the thoughts and beliefs that are associated with the view of difference requires the evaluation of our own ideological concepts and this is accomplished through self-reflection and self-questioning. Self-reflection is a key element to becoming truly aware of any realities that may need to be challenged or reexamined. Multicultural literature can also be used as an instrument that can promote dialogue about difference and diversity (Colby & Lyon, 2004). Multicultural literature can cause students to develop deeper levels of constructive and critical

thinking. This critical thinking involves multifaceted skills that surround issues of judgment and reasoning.

The goal of multicultural literature is to expose children to diverse reading selections and experiences they may not otherwise be exposed to. Multicultural literature is viewed as a source for stimulating the desire to accept and learn about people that are different than themselves (Fang, Fu, & Lamme, 1999). Teaching students about diversity through multicultural literature is an important component to providing an authentic multicultural education. Giving students the tools and strategies necessary to be tolerant of others, appreciate difference, remain open-minded, and be mindful of diversity is absolutely a foundational element of multicultural education. Multicultural literature can provide these methods of understanding to students through the exploration of difference, various cultures, and issues that deal with non-mainstream or less dominant viewpoints. However, students need to be equipped with more than just the superficial understanding of societal issues concerning diversity and difference. Students must learn to deal with the critical side of diversity. Without the ability to objectively analyze the current state of affairs, students cannot be an active change agent towards implementing positive changes in society concerning diversity. Students have to be able to think critically, solve problems, apply concepts in new situations, analyze circumstances, and evaluate issues, and challenge the status quo. Integrating multicultural literature goes hand in hand with multicultural education; it encourages the investigation and examination of various backgrounds or ethnicities. The focus on multiculturalism through multicultural literature causes the students to be able to focus on a broad range of cultures versus just the dominant society (Bogum, Simpson, & Haag, 2010). In order for students to become change agents concerning diversity and difference, there

must be something beyond the exposure to diversity and difference. Students must be taught to think critically about these issues in a manner that can promote authentic analysis and evaluation of the circumstances that exist today.

Kim, Green, and Klein (2006) argue that the idea of multicultural exposure can help a student's ability to process and comprehend the differences and diversity they see in others and themselves. A certain amount of tension may come about due to the lack of understanding associated with difference (Kim, Green, and Klein, 2006). Therefore, a purpose of exposing students to multicultural literature is to bring better idea of understanding to diversity which may lesson potential problems or interactions with students. Cristol and Gimbert (2008) stress the importance of early intervention concerning the implementation of multicultural curricula and exposure as to impede any further development of bias towards other types of students or children. This preventative act is a truly valuable purpose of multicultural literature.

Education with a purpose that causes students to think about and questioning about sensitive issues is essential for students if they are to develop a deep understanding about controversial topics (Hess, 2002). Kelly (1989) takes this notion further by stating that creating educationally sound learning that surrounds controversial issues promotes an optimal learning environment for students and promotes their ability to analyze diversity and difference. However, acceptance of diversity and difference are not enough; students need to be equipped with critical thinking skills in order to be actively engaged in promoting change. Students not only need exposure and contact with students that are different from themselves, but it is equally important for teachers to help students develop broad socio-civic skills (Kailin, 1999) which can be accomplished through the use of multicultural literature coupled with a teacher's conscious

effort towards developing critical analysis skills that students can use outside of the classroom. The exposure of a variety of multicultural literature is intended to cause a conscious awareness and recognition about multiculturalism and how each person can promote positive changes in society. According to Bigler and Collins (1995) multicultural curriculum can possibly be used to confront any silences within the educational setting.

How does multicultural literature serve critical multiculturalism?

Critical multiculturalism begins with self-reflection concerning one's state of reality. This then leads to a self-awareness where one can view themselves and the places in the world they belong, as well as where others belong. It is not until the recognition of the status quo is realized that true changes can occur. Changes in oneself, one's outlook, and one's perceptions are essential prior to any possible changes in society. Thinking and analyzing critically about diversity is the first step towards effectively implementing positive changes towards an authentic multicultural society. The ability to analyze and synthesize the components of multiculturalism in a manner that is practical and applicable to the school setting, and beyond, is the epitome of CMC. Multicultural literature can be utilized to serve CMC by bringing to the forefront the materials, exposure, and relevance to curriculum necessary for students to be allowed to make the connections between the diversity within the world and the classroom.

Along with multicultural literature, the teacher must be able to teach students how to process this material and apply it to the circumstances and situations that the students come into contact with. The earlier students can be exposed to multicultural curriculum in a manner that immerses diversity and difference with each standard the better for the students and their

understanding of diversity (Kim, Green, and Klein, 2006). Kim, Green, and Klein, (2006), stress the elements of sensitivity towards multiculturalism that is promoted through the use of multicultural storybooks. However, being sensitive towards multiculturalism is not the ultimate goal of using multicultural literature with students. Teaching students to be critical thinkers that analyze and evaluate situations and events based on the truths and realities that exist are crucial to challenging the current state of affairs.

Multicultural literature can act as a springboard for conversation and connections for students, which can serve the purposes of CMC through active engagement and dialogue. Students that build their own knowledge through experience and exposure to multicultural literature will begin to develop the inward ability to analyze and adapt the characteristics of critical multiculturalism (Glazier and Seo, 2005). Therefore, it makes sense that a variety of literature steeped in diversity will enhance a learners' schema concerning multiculturalism. Castagno (2009) reemphasizes the idea that students need to engage on a personal level with multicultural education efforts, this includes the reading selections that are used within the curriculum.

Students learn behaviors from their surroundings, experiences, and from the exposure, whether limited or vast, to people that they encounter. It can be just as detrimental to societal change and equipping students with the skills to challenge the status quo if a student is taught to ignore color or ethnicity as it is for a student to be taught to discriminate against people because of their race or ethnicity. Some, perhaps well-meaning, individuals participate in unintentional racial profiling is by verbalizing the 'colorlessness' of a person or group of people. However, even though the individuals who profess this are perhaps trying to be politically correct are in

reality devaluing the culture and authenticity of difference that exists. As noted by Nieto (2004) the idea of 'colorblindness' can lead to a lack of acceptance of a particular group of people. Society needs real change that not only values all cultures, but actively stands against acts of dominance and discrimination. Another way that multicultural literature serves CMC is to incorporate reading selections within the classroom that represents difference. If different groups are not equally represented in the curriculum, racism and ethnocentrism will be sustained and perpetuated. Sleeter and Grant (1999) acknowledge that students need to have the opportunity to analyze the culture and history of diverse groups to go through a process of socially reconstructing knowledge through education and teaching students to critically evaluate the societal norms that exist within the world we live. According to Ladson-Billings (1992), by having a curriculum that equally represents diverse groups, students will be better able to challenge inequality because of their ability to recognize inequality. However, the only way inequality will be challenged is by teaching children how to think critically and evaluate the current status that exists in society. Changes will only happen if we equip our students with the ability to analyze and evaluate what is going on in society and then take proactive steps to break down any barriers that exist.

As the United States becomes more diverse and participates in a more global society, multicultural education is a means of helping all students to function more successfully in the variety of settings they may encounter. Gay (2000) makes note that this is how students learn to effectively contribute to equitable positive social inter-relationships in a multicultural society. This is particularly important when students of different ethnicities and social classes are educated in segregated settings.

The lack of diversity within the public school curriculum can be addressed through the incorporation of multicultural literature. Salvadori (1997) goes on to reiterate the obstacles that need to be overcome in order for an authentic multicultural society to exist. The prevailing obstacle Salvadori (1997) stresses is the realization that a problem does exist concerning the dominant culture and diversity. This problem can only be recognized through self-awareness and critical analysis of the current state of affairs within society today. Teachers can use multicultural reading selections in the classroom as a springboard for discussions and opportunities for self-awareness concerning diversity. In order for multiculturalism to achieve the optimal effectiveness, it must be immersed within the curriculum. Nieto (2004) states that society must move from monocultural education which focuses on completely one view to true multicultural education in which students and teachers are allowed to make decisions and act beyond the curriculum. Multicultural literature will open the doors to other perspectives and views that students may have never experienced before. The goal for educators is to use curriculum based materials that serve the needs of all students. Multicultural literature can be used to enhance the understanding of diversity and difference and eventually lead to a deeper understanding of themselves and the world around them.

Literature Review

Literature that supports the use of multicultural reading curriculum in the curriculum is essential to the connections necessary to solidify the need for multicultural literature in the classroom and with the students. The literature presents studies that connect to multiculturalism and the components associated with CMC. The articles presented for the literature review are divided into categories that help support the basis for this study. The categories include: a) the

specific uses of literature that is opposed by society, particularly sexuality that is not of the mainstream culture and b) the presence of a variety of multicultural literature that properly represents all segments of society. The connection between CMC and multicultural literature is the essence of this study.

By analyzing the levels of CMC elements that currently exists in the 4th grade reading curriculum, it allows a thorough examination of the implementation of multiculturalist strategies that are being offered for students. The importance of students being able to see accurate representations of themselves throughout the resources utilized within the reading curriculum allows for the minority sections of the population to gain some power within the classroom setting. Hopefully, this empowerment that the students gain will transfer into their further education and being college and career ready. Sleeter and Grant (2003) analyzed diverse literature selections and the use of it in the curriculum. It was reported that students that are exposed to multicultural literature, use the experiences gained from the multicultural literature to accomplish several tasks. Students use the readings to evaluate their background knowledge and compare the way they see themselves and their peers with the characters and story presented. Students also use multicultural literature that they are exposed to as a means to create their own sense of justice through self-reflection. The development of justice through self-reflection is the manner in which they see the world, the events surrounding them, and the manner in which they view minority population in the past and present circumstances. Working towards validating true change and the recognition of genuine multiculturalism through the self-driven desire for change is a continual process that takes knowledge, time, and effort. The data that will be collected from this research will be collected by me and includes the specific number of literature stories that

are multicultural in relation to the total number of total literature stories from the fourth grade reading curriculum. The research questions for this study include:

To what extent does the fourth grade reading curriculum reflect the goals of critical multiculturalism?

Do the reading selections promote critical analysis of the state of multiculturalism as presented in the educational setting that the students are exposed to?

To what extent do the fourth grade reading teachers believe that they are incorporating critical multiculturalism into the reading curriculum?

The data will uncover the amounts, or lack thereof, of multicultural literature within the fourth grade reading curriculum. In order to break down the structures of the dominant powers that exist and control the curriculum, the minority cultures must be allowed to begin to be an active participant within the educational realm therefore pushing through the barriers that currently dictate what is mainstream culture and curriculum. The literature review is divided into two sections. One section focuses on research completed concerning gender and sexual orientation and the second section concentrates on race and ethnicity.

Gender and Sexual Orientation

Sexual orientation is a sensitive subject concerning multicultural education. The variety of literature that exists within the fourth grade reading curriculum must include all aspects of the real world. The literature that is included should still be age and developmentally appropriate for the students, but should encompass multicultural selections that represent minority sections of

the population. Even though the next article focuses on higher age groups than the fourth grade, the stance on the importance of the variety of multicultural literature that students are exposed to is vitally important to the level of educational diversity that students receive. The researcher, Julia Temple (2005), looked at secondary-school textbooks with the focus on sexuality and the associated relationships. The themes that Temple (2005) targeted were ignoring, mentioning, negative contexts, and positive contexts. Temple (2005) examined these secondary-school textbooks and then categorized these selections by categories of whether the story ignored all elements of sexuality and the associated relationships, mentioned elements of sexuality and the associated relationships, provided negative contexts in the story dealing with sexuality and the associated relationships, or provided positive contexts within the story concerning the elements of sexuality and the associated relationships. The researcher wanted to analyze how the literature selections in these secondary textbooks presented sexuality in terms of the four above-mentioned themes. Temple discovered that the theme of ignoring sexuality was overwhelmingly abundant within the reviewed literature selections. Ignoring same-sex sexual orientation helps to reinscribe an ideology of hetero-normativity in which the condition of heterosexuality is the only normal and the naturally accepted relationship within the culture. The manner in which the researcher evaluated the textbooks was a valid example of critically analyzing the aspects of multiculturalism. It is imperative that all aspects of diversity be available for student exposure, no matter how uncomfortable the dominant culture is. The manner in which the dominant culture decides what curriculum is included points to the dominance that the mainstream powers strive to maintain. This research informs my study of the analysis of literature that is immersed into the fourth grade reading curriculum through the needed exploration of how much and what kind of

multicultural literature is available for students and the implementation of critical multicultural strategies being offered to students. This study reemphasizes the lack of opportunity within literature that children and students allowed to become critically aware of the actualities that exist within our world. There can be no critical analysis of sexuality or chances for self-reflection brought out by the curriculum if the material is absent within the curriculum. Students need to have the opportunity to experience diversity of all types and exposure through the curriculum is a convenient way to accomplish this task. The students need curriculum in their classroom that is diversified and fosters critical thinking beyond the simple levels of understanding into the critical analysis levels of applying and evaluating. The information students receive concerning literature should be accompanied with themes and deeper levels of understanding so that the students can take this newfound knowledge and evaluate, process, and apply it to themselves and the world around them. This is only done through the use of curriculum and instructional strategies that are different from their own innate knowledge or cultural ideology that is already well defined in the student. The more limited the exposure to sexual diversity and associated relationships that are presented in the textbooks, the more limited the view of the diversity that really does exist. Students need exposure to diversified curriculum while educators facilitate the learning process in a positive manner.

Achieving a level of analysis that is critical concerning multiculturalism is a process within the educational system that needs to include all stakeholders that are involved on any level with the educational institution. This type of change and process requires all participants, whether current or future, to be immersed into this type of critical analysis of the world around them Through professional development, college coursework, and exposure of the impending

changes necessary to promote the critical thinking that is necessary in order to promote and engage in any future changes concerning CMC. Teachers are not the only stakeholders involved in the process of change concerning CMC within the educational setting and the materials utilized to educate students. One such group of professionals that need to be on board with changes needed to reach a level of critical analysis of the status quo that do encounter students, teachers, and enter the educational arena are social workers. Frank Taylor (2003) examined gender stereotypes that exist in children's literature with his college level sociology students. Taylor (2003) did this in the hopes of exposing these students to a critical analysis of children's literature, as well as, to open their eyes to issues of sexuality and gender reinscription. This is done as to hopefully better equip these students with the skills necessary in order to challenge the status quo to gender stereotypes that exist within children's literature. Taylor (2003) utilized evaluated children's literature along with exposing the reading selections to the students. The objective of this study was to facilitate the connection between the students' understanding of gender stereotypes and critical view that students need to have concerning gender issues. Taylor (2003) wanted students to identify standardized labels concerning gender and traditional gender roles represented within the children's books. Students were exposed to reading selections and encouraged to take notice of the presence of gender oriented stereotypes and how these stereotypes were depicted within the reading selections. The goal of Taylor's (2003) study was to investigate the gender stereotypes within children's literature. The items analyzed included text, color usage, characters, themes, and symbols. The students used a form of content analysis to evaluate the reading selections, which in this study was a coding system for the specific data that was being evaluated. Allowing students to only be exposed to the dominant views of society

gives them no real cultural capital and no way that they could gain any cultural capital.

Purposeful sampling was used in this study. The methods used for this study were broken down into steps that began with the students being divided into small groups. In the small groups the students were told what gender stereotypes they would be looking for in the reading selections. The students were also told that each small group would develop operational definitions of the gender stereotypes and the coding that was to be used for the gender stereotyping. The small groups worked together to read and code the reading selections and then the findings were shared with the whole group. Afterwards, the students were to independently write a reflection paper on what they learned about gender stereotypes from this activity. The conclusions Taylor (2003) identified were that the students were not affected by the ideology within the reading selections, attitudes in children's literature about gender are more relaxed than in the past, and that the current reading curricula reflects society (reality) that is dominant today. Evaluating the reading selections in this manner allows students to identify gender stereotypes that they are possibly exposed to and to challenge their own ideological beliefs and stereotypes they have. With this exercise, students can see for themselves how perceptions about people can be developed and maintained through influences like the reading curricula. It allows students to challenge the status quo and begin the process of self-reflection concerning their own ideology. Professionals that deal with students in educational settings need to be part of the change that needs to take place towards a more critical analysis of multiculturalism.

In a study conducted by Weitzman (1972), the researchers evaluated preschool picture books that were Caldecott Medal Winners, Newberry Award Winners, Little Golden Books, or etiquette books. These books were assessed to determine the level of adequate representation of

females within the texts. Eighteen books were the target of the many books these researchers read and analyzed. The researcher first looked at the illustrations of these books to identify the comparison of males represented in the illustrations versus the amount of females represented. The comparison yielded the ratio of for every eleven male pictures within the text there was one female represented in an illustration. The researcher found that for 33% of the books, there was no female character at all. Another point of analysis was the activity level of the characters. Females were generally passive and indoors and male characters were more aggressive and outdoors. Females were also constrained by their clothing, whereas this was never an issue with males. Another issue that these researchers found in their analysis was that the females were traditional and pleasing in their roles and interactions that were presented. These ideological constraints on behavior need to be brought out into the open and addressed with students so that they have the opportunity to challenge these socially constructed guidelines of behavior.

Race and Ethnicity

Ora Anderson (1981) further researched a study previously done by Chall (1976) and Larrick (1965) to find out if more books positively characterized African Americans than before. Anderson (1981) reviewed 20 children's books that were selected through specific criteria from the 100 children's books chosen from 1979. The criteria for analyzing the children's books included the level of authentication of the subjects and characters within the books, how these subjects and characters were represented in the books, and if the proper depiction of African American culture was presented within the books. Anderson (1981) argued that in order for fictional reading to be purposeful for minority students they must be able to see themselves accurately portrayed within the stories.

In the study by Anderson (1981), the sample of children's books was assessed by using four themes: authenticity, racism by omission, racial stereotyping, and negative relationships. Anderson (1981) critiqued the children's books and used a set of 13 questions to guide his analysis. The conclusion was that the majority of children's books analyzed did portray negative images associated with the African American culture or the African American people. Students having knowledge of the lack of proper representation for specific cultural groups can help them reflect on the stories that they presently read, have read, or will read. This will give students the ability to critically evaluate the levels of diversity within their reading selections and get them to thinking and applying this concept into other areas and their surroundings.

Grant and Grant (1981) examined second and third grade textbooks through survey analysis reviewing the depiction of minorities in the textbooks. The three themes analyzed were diversity, setting, and involvement. Grant and Grant (1981) gathered the ten most popular textbooks from the public schools of Wisconsin and randomly selected three of them to use in this study. Fifty-seven educators were selected randomly to evaluate the textbooks. The researchers created and used the Multicultural Textbook Survey Evaluation Instrument (MCTSEI) which focused on setting, involvement, and diversity. The book, the MCTSEI, and guidelines for administration and evaluation were sent to each of the 57 educators in this study. The results indicated that the majority of the textbooks were all-majority stories set in modern time and dealing with middle class characters. The researchers also found that the stories locations were equally distributed. The main characters were mostly white, secondary characters were mostly black. As far as minority characters, no other minority group was represented as much as African American. Unless students are taught to critically analyze material or

information presented to them, the lack of minority representation in material will go unnoticed by students. However, if students are taught to critically analyze material, they can challenge the level of dominant and mainstream representations that exists within the material, particularly children's literature in this case. The critical recognition that is identified allows students to think critically and self-reflect on their own experiences with multiculturalism and diversity within reading curricula.

More recently, a study by Rezai-Rashtia and McCarthy (2008) examines the topics of racism and anti-racism in a 12th grade social science textbook from the area of Canada. The levels of critical discussions concerning race and power were limited in the textbook. The authors stressed the fact that the lack of open dialogue within the textbook left the ideas of race untouched and ignored. Students can critically connect this missing component to the reality that they perceive and dominant culture as they understand how it dictates society. The researchers concluded that the lack of attention to this topic left students with a static view of reality while maintaining the status quo. I have to add that the lack of critical discussion leads those to accept reality as it is presented. With the age of the students and the exposure that precedes this level of education, students should be able to use this as a time to critically self-reflect and construct meaning from this deficit. Teachers need to make students aware of what is missing or misrepresented in a textbook. The lack of diversity that is present within reading curricula does promote the status quo and hidden agenda of mainstream society's view of white male acceptance as a view of right and pure. This study focuses on diversity and the strife for curricular representation of minorities, which students need to be cognizant of and searching for in all areas of curriculum.

Sano (2009) conducted a study of 50 children's books that were used for English language learners (ELL). Sano (2009) relied on Bourdieu's work (1977) concerning the replication of class status within society. Also, Sano evaluated twenty children's books that were Caldecott Medal Winners and looked for the connection between those books and class and morality. The methodology utilized by Sano (2009) consisted of a content analysis of the two types of children's books. Sano (2009) utilized five economic and cultural capital indicators were used as a basis for evaluation in the content analysis. The five indicators utilized for this study included: 1.) job/career of characters in books, 2.) economic capital, 3.) home and car type, 4.) reading done in story by characters of books or magazines, and 5.) the character's most valuable possession. In this research Sano (2009) found that ELL children's books met more of the economic and cultural capital indicators than the Caldecott Medal Winners. Sano (2009) also found that the messages offered within the ELL books suggested that the students conform to mainstream ideals rather than any personal beliefs or ethics that the students may hold. Sano's (2009) content analysis relates to this research presented in this paper due to the nature of investigation concerning the content of children's literature. As society continues to change, curriculum needs to be evaluated on a regular basis to ensure it is appropriate and encompasses the elements needed in order for students to acquire a comprehensive view of the accurate reading curricula.

This literature review concludes with a research article by Dawson (2007) concerning economics textbooks and the pedagogy that accompanies these textbooks. Dawson (2007) notes the problems associated with the narrative approaches utilized in economics classrooms by teachers and the subjective information presented in the economics textbooks. This type of

pedagogical methodology and material that contains the ideals of hegemony of the dominant culture forces students into a belief system that is not only biased, but tends to work towards fragmenting the inclusive efforts that need to exist in order to empower students. This relates to this topic of CMC and efforts towards exposing students to material that is unbiased and appropriately represented due to the goal of supplying classrooms and educational settings with teachers and materials that cause students to think critically, analyze materials with an open lens, and challenge the world around them.

CHAPTER 4: METHODS

I. Introduction to Methods and Data Collection

Chapter four offers the methodology that was used to carry out this research, which includes the processes for collecting and analyzing the data. Elements included are the study design, methodology, and sample, subjects, specific grade level, textbooks, resources, and any other material or reading selections involved. Background information needed for this research is included along with an overview of the reading curriculum and the stated purposes and objectives for student learning.

The data collected from this research includes the results from a content analysis which was used to evaluate the levels of CMC within the fourth grade reading curriculum via the evaluation of the reading selections that are utilized for instruction. Other evaluation methods include a frequency chart, a description of each story utilized for this research, and interviews from the fourth grade reading teachers concerning the perceptions of their own implementation of critical multicultural elements into the reading instruction, as well as their ideas and perceptions of the fourth grade reading curriculum and resources. Interviewing is consistent with Weber's (1990) views that interviews are among the chief practices utilized by researchers in qualitative studies in order to collect relevant evidence. The research questions for this study are:

To what extent does the fourth grade reading curriculum reflect the goals of critical multiculturalism?

Do the reading selections promote critical analysis of the state of multiculturalism as presented in the educational setting that the students are exposed to?

To what extent do the fourth grade reading teachers believe that they are incorporating critical multiculturalism into the reading curriculum?

These research questions are best answered with a qualitative design because of the nature of the subject, CMC, requiring chronicled examination that is needed in order to derive the information accurately within the associations and context from which the material exists (Spradley, 1979). This research is an extensive exploration of the level of CMC apparent in the fourth grade reading curriculum and, as such, the information gained will benefit educators and efforts towards curriculum improvements and positive change. In order to address the overarching questions guiding this research the data must be gathered from the materials used with the students and the practitioners (teachers) that are implementing the curriculum, including the teachers' perceptions, the teachers' actions, the curriculum, and the resources. Using all of the materials utilized in the curriculum implementation of fourth grade reading will give a more complete picture of the curriculum in the fourth grade reading classroom. The exploration of all materials also allows for a more complete evaluation of the level of diversity, or lack thereof, in the curriculum. The variety of reading selections and resources that are used in the fourth grade reading curriculum should include aspects of the real world in order for the students to be able to challenge critically their own identity, reality, and truth. The reading curricula and resources should be age and developmentally appropriate for the students, but should encompass multicultural elements that engage all learners and provide opportunities for valuable exposure to

difference and diversity. Students need to learn how to critically analyze all aspects of culture and compare it with their own. It is imperative that all aspects of diversity in reading selections be available for student exposure and critical analysis. The issues concerning multiculturalism and reading selections need to be addressed thoroughly and in a unified manner.

Content/Document Analysis

Theoretical Context and Coding Structure

My professional experiences as an educator and school administrator, as well as, my knowledge of reading curricula generally and the reading curricula in this particular district provides me insight into the data needed and available. Specifically, these experiences and expertise allow me to speak to the topic of past and current reading curricula, curriculum needs, and the underlying concerns associated with student needs. These experiences have afforded me the ability to understand the need for diversity in curriculum, the classroom, and the importance of diversity in school culture. I recognize the need for children to be adequately represented within the curriculum through the exposure to varied materials and wide-ranging resources. It is essential that the reading curricula that is utilized in the elementary classroom is equitably representative of the student population in order for the students to have the opportunity to view themselves as part of the world that is being presented in the classroom and society as an accurate account of reality. Discrepancies in what diversity really means and in what context it is intended for should be identified and addressed in the classroom. These misgivings about authentic diversity and authentically teaching and exposing students to diversity should be unified within the school so the students can disseminate information that they encounter in the real world. Students need the background and knowledge to be able to challenge and question

material and information that is presented to them as reality whether that be material and information gained in the classroom, school setting, or outside environment. Classroom teachers, textbooks, and various resources the teacher utilizes in the classroom are all sources of authority and influence because if the students believe the teacher values something it is viewed as important to the student. Classroom teachers, textbooks, and various resources that the teacher utilizes in the classroom give the students a view of the world and society's level of acceptance towards these.

Students deserve to be challenged with material that prompts them to think critically and constructively. Opportunities must be made available for students to be able to compare their existing knowledge to information that confronts their state of mind and ideology. The mandated curriculum designed by the Alabama State Department of Education (<https://docs.alsde.edu/documents>, 2012) guides classroom instruction and assessment measures to ensure curriculum goals are met by the students. The curriculum standards from the Alabama State Department of Education have moved into *College and Career Ready* standards. These standards will hopefully align the changes from the implementation of the *Common Core Standards* movement, which further aligns public school standards nationally. These standards include basic integrated topics surrounding the disciplines immersed in the reading curriculum. The general overview of these curriculum requirements begins with phonemic awareness in kindergarten and stresses curriculum standards that should be introduced, reinforced, or mastered all the way through the twelfth grade when students are expected to be able to compare organizational structures with a variety of literature genres. The reading curriculum for fourth grade according to the Alabama State Department of Education (ALSDE) does not include

specific standards that address multiculturalism and/or diversity. The elements of CMC are not evident in the state mandated curriculum guidelines and objectives.

The goal of data analysis is to gather applicable research information through methods that can best answer the research questions proposed. In this particular researched case study the methods include a content analysis, frequency chart, and teacher interviews. The usage of these data collection methods has allowed me to obtain a large quantity of information that relates to the research topic. I review each of these in turn. First, the purpose of the content analysis is to evaluate the level of diversity within the fourth grade reading curriculum as to provide opportunities for analysis utilizing CMC. There are two types of content analysis, conceptual analysis and relational analysis. Conceptual analysis is conducted through assessing the presence and occurrence of elements within the written works that are being studied. Conceptual content analysis focuses on the number of times words, phrases, or elements appear. Relational content analysis digs deeper into the topic of study by evaluating the associations that the elements present within the material being analyzed. Both types of content/document analysis will be used in this research because the research questions search for the connections between the diversity found within the reading curricula and the opportunities for foundational elements of CMC to be utilized as a means of critical analysis.

This qualitative study will begin with a content analysis concerning all of the textbook reading selections, additional reading resources that are utilized in the reading classroom setting, and other materials that the reading teacher used to implement the fourth grade reading curriculum. These last include, for example including supplemental texts, workbooks, challenge workbooks, intervention workbooks, leveled readers, audio and/or internet resources, textbook

designed resources, and/or teacher created resources. As noted by Weber (1990) content analysis is a tool utilized for research through which the units of study are categorized in order to make thorough examination more plausible. Also stressed by Spradley (1979) is the idea that content analysis is a method of analysis in which data is recognized and investigated. This leads to data that is accurate and valid.

The textbooks, teacher selected resources, and any other materials used in the implementation of the reading curriculum have been analyzed for critical multicultural elements so as to provide opportunities through the reading material for students to critically analyze diversity. The content analysis was conducted based on the classifications representing critical multicultural elements which include ideology, hegemony, and privilege. These elements speak to the essence of how the individual, the group, and dominant society reacts to the state of multiculturalism, which in turn set the stage for progress, or lack thereof, concerning critical analysis of multiculturalism within the school setting and society. Thus, the coding structure relies on the definition of CMC and the theoretical underpinnings thereof presented in Chapter 2.

Frequency Chart

The frequency distribution table details number of male authors, female authors, and unnamed authors. Also included in the frequency table are the numbers of males, females, minorities that were the main characters of the story and the stories without main characters. Next, I then listed the types and occurrences of genre that were used in the reading selections. Finally, in the frequency table I recorded the number of times a minority, a female or a male was included in any illustration within the reading selection and compared that with the total number of pages in the reading selections and supplemental selections.

Interviews

Third, the final method of data collection utilized for this research study consisted of interviews with the fourth grade teachers that are the sample for this research. The sample is a purposeful/convenience sample of teachers that teach fourth grade reading.

The interviews had two broad purposes: to relate a set of attitudes that are held by a specific group(s) of people, gaining knowledge and understanding from these groups of people and to reveal the value and implications behind the actions of a person or persons (Spradley, 1979). More specifically, the purpose of the teacher interviews is to find out the teacher's background, pedagogical approach, philosophy of education, and other related factors that could play a role in the resources utilized in the classroom setting, the teacher's approach in the classroom, the level of questioning, and the amount of attention that is placed on promoting CMC through the reading program. The interview technique will follow the mindset for interviewing provided by Weber (1990) who encourages researchers to conduct the interview like a time of casual dialogue with the subject. The protocol that I will follow resembles the direction taken by Marshall and Rossman (2006), which uses the strategy of questioning the subject, digging deeper into the subjects' replies, and using a reprisal technique to clear up all accounts. Much of the direction in this particular section of this research reflects the guidance from Dyson and Genishi (2005) as well. I audiotaped the interview sessions and then transcribed the responses and comments into a written format that were utilized in this research. As stated by

Weber (1990), interviews make allowances for varied and expansive levels of material. Weber (1990) also goes on to stress the notion of how useful interviews are in qualitative research because they allow the researcher to seek instantaneous explanations, further question the subjects, and immediately conduct a comparative analysis of the description of the event or arena versus the facts. I conducted two interviews with these teachers. The first interview was a background interview with a maximum time of one hour in the school where the teacher teaches in their classroom. The location is most convenient for the teachers and will be conducted during the teacher's planning time so the students will not be present in the room. Background information included, teaching experience, pedagogical approach, philosophy of education, and any other applicable questions necessary to develop a clear and concise understanding of the teachers' backgrounds. The second interview focused on the follow up questions from the first interview session. The approximate time for this interview was one hour. The second interview was conducted during the teacher's planning time with no students present for convenience as well.

II. Sample

Content Analysis

The type of sampling utilized for this research is purposeful sampling. As noted by Sano (2009) and Taylor (2003), purposeful sampling is well suited for content analysis research. According to Taylor (2003), research that employs a purposeful sample requires the utilization of the researcher's knowledge and experience in order to choose a sample that best represents the qualities of the of the research material that is going to be examined. The sample for the content analysis includes the textbooks, teacher selected resources, and any other materials used in the

reading instruction time. The rationale for justifying the usage of the textbooks and classroom resources used for this study includes the fact that these are the district, school, and/or teacher chosen reading selections, textbooks, and other various resources selected to implement the fourth grade reading curriculum. These reading selections, textbooks, and other resources used are representative of the current trend in public school curriculum implementation. The textbooks used in the fourth grade were adopted in 2005 and are from Houghton Mifflin Publishers. These books serve as a prominent instructional resource for the reading curriculum for the Calhoun County School District from grades kindergarten through sixth grade. The reading textbook is divided into six themes. In those six themes, there are ten stories. Five of the stories in each theme are the main selections and each main selection is accompanied by a supplemental selection. Thus, there are a total of 60 reading stories in the fourth grade textbook utilized for this content analysis.

Teacher Interviews

The sample selected for the teacher interview section of this research study consisted of seven fourth grade reading teachers in the Calhoun County School District from three different elementary schools within the district. The rationale for the selection of these teachers is due to the subject matter departmentalization that exists within the fourth grade. Also, the focus for students in the fourth grade in the area of reading is the content and the skill attainment. Prior to conducting the actual research, I met with the superintendent discuss the research methodology. I also met with the principals and teachers of the schools used in this study. The individual schools and teachers were given pseudonyms as to protect their anonymity. The schools will be referred

to as School A, School B, and School C. The teachers will be referred to as Ms. G, Ms. J, Ms. N, Ms. R, Ms. S, Ms. T, and Ms. W.

The school district that used for this research is the Calhoun County School District in Anniston, Alabama. The median income for this area is \$38,407 (U. S. Census Bureau). According to the Alabama State Department Website (2012), the total student population is 9,200. The demographic breakdown is 42.99% white male, 38.80% white female, 6.87% African American male, 6.15% African American female, 1.32% Hispanic males, 1.11% Hispanic females, .26% Asian females, .29% Asian males, .06% Pacific Island males, .04% Pacific Island females, .51% multi-race males, .64% multi-race female, .14% Indian females, and 14% Indian males. It was also reported that 51.3% of the students were on free or reduced lunch. Because I have access to the textbooks and classroom resources, teachers, curriculum requirements, and standard levels of diversity within this school district. All of the schools in the Calhoun County School District use the same textbooks and adhere to the same curriculum standards, requirements, and pacing guides.

A. Content Analysis

The first data collection conducted in this research study consists of a content analysis. Content analysis was used in order to make comparisons among written documents and material. Content analysis is considered an academic methodology in which written documents are evaluated for the implications and significance of the units being analyzed. Content analysis assesses material efficiently through classifying the units of analysis that centers on the researcher being objective and providing a reliable, valid, and replicable study (Neuendorf, 2002). This content analysis focuses on the reading textbooks, reading selections, and other

various written resources used in the fourth grade reading classroom to implement the current reading curriculum. Items of concentration in the content analysis that will help in formulating themes and coding include the elements of the story or reading selection, illustrations, characters, and goals of CMC centered on the fundamental elements of ideology, hegemony, and privilege. A guiding question for the content analysis is “What kind of person is this curriculum designed to create?” Also, I focused on the critical perspective of how curriculum reflects the fundamental tenets of CMC: ideology, hegemony, or privilege.

The research design followed the direction of Weber (1990) and Taylor (2003). Weber (1990) also reiterates the notion that content analysis relies on specific processes utilized in order to gain useable interpretations from the material being analyzed. The processes utilized for this study were followed in the same manner with each reading selection or written resource analyzed. The first step in this content analysis was to define what problem will be addressed. This has been completed with the presentation of the research questions at the beginning of this chapter. The second process in this content analysis was to identify what information or material will be evaluated. This step has been completed by analyzing the textbook and collecting teachers’ supplemental materials. I reviewed the reading selections, written classroom resources utilized in the delivery of the reading curriculum, and any other material used to accomplish the implementation of curriculum delivery within the classroom setting.

The third process was to conduct the actual content analysis. Content analysis can rely on using an inductive or deductive approach (or both) in order to develop the coding structure for the content analysis (Taylor, 2003). The inductive approach is used when the researcher monitors specific themes or patterns that emerge within the content analysis utilized for the study and

develops a coding structure that identifies the patterns or themes (Taylor, 2003). The deductive approach is used when the researcher already has themes or patterns that have been identified and the reevaluates the material in the content analysis in order to determine if the predetermined themes or patterns exist in the material that is being studied. I read the material several times and then continued to make adjustments to the development of the coding structure as needed while reading and evaluating the material. The coding structure does begin with the elements of CMC which are ideology, hegemony, and privilege. The themes identified in the reading series were used to guide the content analysis. These themes identified by the reading series include the following: *Theme 1 - Facing Challenges*, *Theme - 2 Getting the Job Done*, *Theme - 3 Natural Changes*, *Theme 4 - Imagination at Work*, *Theme 5 - A New Home*, and *Theme 6 - Exploring Our World*. It is important that these themes are mentioned because they are identified in the reading series and they are relevant because this is how the reading selections were divided within the reading textbook. Subthemes and examples were also evaluated and included for their place within the coding structure. This helped to find the commonalities and areas of strengths and weaknesses within the reading curriculum and its connection to multiculturalism. The fundamental development of the coding structure for this content analysis will be based on the elements of CMC as discussed in Chapter 2.

The fundamental and overarching themes of critical multiculturalism, which include ideology, hegemony, and privilege, were utilized to develop categories used for coding the findings from the content analysis. These themes were important in identifying what aspects of CMC are present within the content analysis. During the content analysis, sets of guiding questions helped identify the coding structures that were utilized to establish the existence and/or

level of regularity of these identified specific components in the materials used for the content analysis. Prior to the in-depth review of each of the sixty reading selections, I read each story and completed an information chart that included the following categories: Title, Author, Genre/Focus Skill, Conflict, Resolution, and/or Summary, Conflict, Illustrations, and Theme. This chart includes background information and relevant reference material that will help in the overall understanding of this study. This chart with the basic information for the stories is included in Chapter 5. After this information was collected, the formal and in-depth content analysis began with a combination of twenty questions that were used to design the coding structure for each of the sixty stories. This coding structure was developed over time from intense study and dedication to a practical understanding of the complexity that accompanies the topics of multiculturalism and CMC as they relate to educational opportunities, particularly in literature.

The twenty coding questions are included in Appendix III and were used as a means of viewing the stories through the lens of CMC. These questions were embedded in the notions of the fundamental elements of critical multiculturalism, which include ideology, hegemony, and privilege. The chart with the twenty coding questions was filled out for each story in which each specific component was identified. The results were placed into the chart as a table that is optimal for comparison and analysis. I often referred back to this information for a further and deeper analysis of the findings. It should be stated that at the onset of the content analysis each story had a section in a binder that was devoted to that specific story and/or resource material identified that was analyzed. A set of the coding questions accompanied each story, and then the results were transferred to the chart. When analyzing the results from the twenty coding

questions, the results were color coded based on ideology, hegemony, and privilege with each specific element being assigned one specific color. These combined processes indicate that the data that has been gained from the content analysis will consist of both qualitative and quantitative results.

The processes included in the content analysis were influenced by the work on content analysis by Weber (1990). I used Weber's (1990) viewpoints on content analysis as a guide to the specific steps used for this content analysis which were individualized for this particular type of research and content analysis. The first step in the content analysis was to select the unit of analysis or theme within the material being studied which for this research is the materials include the story elements, words in the story, themes within the story, characters, stereotypes, and illustrations.

The second step in this content analysis was to outline the classifications that were used for the deductive approach which will be utilized for the categories that were created. Even though the deductive approach was used for this research, the basic elements of CMC (ideology, hegemony, privilege) were the foundation of the themes and categories. The sub-themes and sub-categories under the major themes and categories surrounding the issues include the themes that were identified in the reading series that was analyzed and other commonalities found during the analysis. Through the utilization of the deductive approach to identifying the categories used for this content analysis, the identified elements of CMC, ideology, hegemony, and privilege, as well as the identified sub-themes of CMC were included and used to analyze and incorporate specific categories and themes identified in the stories. These elements of CMC and sub-themes mentioned above will be incorporated into questions that aim at the core of each theme. The

quantitative side of content analysis includes recording the number of times specific categories and/or themes are identified; this is what Weber (1990) refers to as the measurement of content analysis.

Weber (1990) does recommend the researcher keep in mind how broad or narrow the categories are to be when classifying the material and I did follow this guidance as well. The third step in the content analysis approach as designed by Weber (1990) is to sample the coding to assess if reclassification needs to be considered. Then, for step four, Weber (1990) suggests evaluating the truthfulness of the sample coding excerpt and based on the results from that it may be necessary to return to step three, which would be sampling another selection and then revising the coding guidelines if necessary. After the requirements for step four were satisfied, all the textual and resource material utilized was coded and analyzed, this was step five. The last step is to examine the results in order to determine if reliability and trustworthiness has been attained.

As conducted within the research conducted by Sano (2009), the frequency of the themes identified within the research will be presented as well. The use of the question and frequency chart follows the ideas utilized by Sano (2009) concerning research and content analysis. A question and frequency chart helped identify the critical multicultural themes that were selected within the reading selections and that were incorporated into the content analysis research results. This content analysis, teacher interviews, and frequency chart gives a measured edge to this study and helps to correlate the resources and materials to the levels of CMC present within the reading curriculum. This research also drew from research completed by Sano (2009) in which the work from the study was accomplished by briefly describing the reading selections

analyzed in the content analysis which was an appropriate way to summarize the meanings behind the themes as to relate them to the contexts to which they were identified as belonging to.

Validity and Reliability

To enhance both internal validity and construct validity, I analyzed the reading selections and then formulated and refined the meaning of each category as themes were developed and then re-analyzed. The process of analysis was very intense and yielded meaningful and interesting results that will be shared in Chapter 5. Also, to help ensure reliability only one coder was used during this study. This enhances the ability to construct consistent themes and categories. In order for the research to be useful, it is imperative that the interpretation of the research materials, more specifically the recording units through the content analysis, be consistent and dependable. To help with the reliability, key words and recognizable factors were noted. This was used to ensure a more replicable study.

The processes for the teacher interviews were all completed after the content analysis. I wanted to be familiar with the reading curriculum, resources, text, selections, and themes prior to conducting teacher interviews. Following the approved IRB Protocol, the first step was to meet with the Superintendent of the school district to gain permission for the study. The written permission was given and official letterhead and submitted to the IRB as requested. I then met with the principals of each of the three schools and explained the research study. All parties were in agreement for their school to be utilized as a research site for this study. Following the IRB guidelines, the teachers were recruited for the research. I met individually with each teacher for an interview session and the teacher was informed of the research, given a chance to ask questions, and provided with a consent form if they chose to be a part of the study. Each teacher

recruited agreed to participate and signed the consent form that detailed the study. Consent was also given by each of teachers to have the interview audiotaped. This consent is located on the same consent form designated for this research study. The teachers were assured their anonymity and also that the audiotaped would be destroyed after the research is complete. I met with the teachers individually on two separate occasions for interviews. On all occasions I arrived in time (with permission for all parties) to gain some background by viewing the reading class conducted by each of the teachers. The first interview session consisted of twenty questions and additional follow-up questions were asked also. These interviews were audiotaped and later the interviews were transcribed. Each question was typed and filled out for each teacher and kept in a locked location that I only knew about. These transcriptions will be destroyed after this research is completed. The teachers were also given a pseudonym. I am the only one who knows each teacher's real identity. The interview transcriptions are included in Appendix II. Demographic portions of the teacher interviews were later combined into chart form for analysis. These results are included in chapter 5.

CHAPTER 5: FINDINGS

I. Introduction

The purpose of this study was to ascertain the degree to which the fourth grade reading curriculum incorporates CMC into the everyday classroom and in what ways. This research study was completed in order to identify and verify the depth of understanding that exists concerning CMC in the fourth grade reading curriculum. The results from this study will enhance the level of understanding that educators have concerning multicultural reading selections that open the doors for critical analysis and meaningful discourse within the curriculum that potentially shapes students ways of thinking and understanding the world around them. The guiding questions for this study are:

How does the fourth grade reading curriculum reflect the goals of critical multiculturalism?

To what extent do the reading selections promote critical analysis of the state of multiculturalism as presented in the educational setting that the students are exposed to?

How do the fourth grade reading teachers approach multiculturalism?

II. Content Analysis

A. Basic Information for Content Analysis

A content analysis was conducted concerning the sixty reading selections from the fourth grade curriculum and district chosen textbook. These stories consist of the materials utilized in the fourth grade reading classrooms for the Calhoun County School District. There were six

themes identified by the reading series. The themes include the following: *Theme 1 - Facing Challenges*, *Theme 2 - Getting the Job Done*, *Theme 3 - Natural Changes*, *Theme 4 - Imagination at Work*, *Theme 5 - A New Home*, and *Theme - 6 Exploring Our World*. In Table I below, I present basic information collected concerning the sixty stories including the author's gender, genre, and the gender and racial identification of main characters. The stories ranged in time period from 1937 until 2009. Society and societal expectations changed dramatically in that 72 year time span.

I also counted the number of times a minority, a female or a male was included in any illustration within the reading selection. The final column, thus, represents the percentage of the illustrations in which a male, female, or non-white person appears.

Author's Gender	No.	%	Main Characters	No.	%	Genre	No.	%	Gender in Illustrations	No.	%
Male	14	23.3	Male	17	28.3	Expository	10	16.6	Male	203	42.8
			Male Minority	15	25						
Female	36	60	Female	7	11.6	Historical Fiction	2	3.3	Female	146	30.8
			Female Minority	6	10						
			Both Male and Female	9	15						
None	6	10	Minority	17	11.6	Narrative Non-Fiction	3	5	Minority	142	29.9
			None	22	36.7	Realistic Fiction	7	11.6			
			Animals	4	6.7	Poetry	10	16.6			
			Both Male and Female	9	15	Play	2	3.3			
						Magazine Article	3	5			
						Informational Narrative	3	5			
						Textbook/Resource	5	8.3			
						Fantasy	1	1.6			

						Biography/ Autobiography/Diary	3	5			
						Tale	5	8.3			
						Non- Fiction	1	1.6			

What this table demonstrates is that far more female authors were present, and, interestingly those they wrote about mostly male characters. Also, there were more male main characters and more males in the illustrations as well. A little over one-third of the illustrations included females, over half included males and the remainder included no people in the illustrations. I also found that expository non-fiction and poetry were the genres that were used the most. It is important to note two silences in this curriculum: (1) Except for one story about a boy who broke his leg, there were no illustrations or mentions of people with any type of disability; (2) there were no mentions or illustrations of same-sex relationships or lesbian, gay, bisexual, or transgender people; whereas, three of the stories depicted “traditional” families.

Moving more deeply into the content of the story, I summarized each (see Appendix I) and then used the questions in Appendix III to guide categorization of aspects of each story as they related to the three foundational concepts guiding the analysis: ideology, hegemony, and privilege. Specifically, questions 1, 6, 7, 8, 10, 12, and 18 are associated with ideology, questions 2, 6, 7, 9, 11, 13, 14 and 15 are associated with hegemony, and questions 3, 6, 7, 15, 16, 19, and 20 are associated with privilege. Note that examples from the stories that might be directly relevant to questions 4 and 5, dealing with how gender and race are portrayed, are subsumed under one or more of the primary concepts. Even though some stories reinscribe dominant iterations of ideology, hegemony, and privilege some stories provide counter-narratives or challenge hegemonic social relations and privilege.

Table 2 provides an overview and examples of how and if each story speaks to each of these concepts. The examples that demonstrate that the story is countering or challenging the traditional and mainstream societal constructs of ideology, hegemony, and privilege are italicized and the examples that reinscribe these traditional constructs are non-italicized.

Table 2 <i>Story Associations to Ideology, Hegemony, and Privilege</i>			
Story Title	Ideology	Hegemony	Privilege
The Hot and Cold Summer	<ul style="list-style-type: none"> • Character education lesson about being a good friend and not leaving someone when they are hurt. • Character education trait about acceptance when someone is hurt or a different gender or race. • Diversity is shown by the illustration variance in skin color of the characters. 	<ul style="list-style-type: none"> • <i>Boys are allowed to be friends with girls.</i> • <i>Girls can compete against boys.</i> 	<ul style="list-style-type: none"> • Male privilege: Males made decisions about who will be able to be friends with whom. Also, what activities the friends get to engage in. • Traditional gender role played by female character; she is subservient and also the boys try to ‘impress’ her by competing in a pizza eating contest. • <i>Female character tries to prove to the boys that she can eat as much as they can.</i> • <i>Boy is upset over friendship and friend leaving to go on a trip.</i> • Males don’t talk about their emotions with their friends; they keep it bottled up

			<p>inside.</p> <ul style="list-style-type: none"> • Males do not show physical displays of affection with other males; when the two friends see each other after a long time away from one another they keep their feelings bottled up and there is no physical contact.
Supplemental Selection: Secret Talk	<ul style="list-style-type: none"> • Poem about a boy and girl that are friends and meet under a tree, but do not talk to one another. Non-diversity is shown because both characters appear to be white. 	<ul style="list-style-type: none"> • <i>Boys and girls can be friends.</i> 	<ul style="list-style-type: none"> • No issues of privilege were noted in this selection.
Mighty Jackie: The Strike-Out Queen	<ul style="list-style-type: none"> • Character education lesson about perseverance, individuality, and acceptance of being a girl baseball player. • Non-diversity was shown in that no characters or illustrations were anything other than white. 	<ul style="list-style-type: none"> • Girls are not allowed to play baseball. • <i>Girls can play baseball too.</i> • <i>If you prove yourself, despite gender you can be successful.</i> 	<ul style="list-style-type: none"> • Indicated that males were better athletes than females. • Traditional gender stereotype in that Jackie played ball with her father.
Supplemental Selection: The New Kid	<ul style="list-style-type: none"> • Character education lesson about being accepting of girl athletes and 	<ul style="list-style-type: none"> • Girls cannot play on the baseball team. • <i>Girls can help out a team because</i> 	<ul style="list-style-type: none"> • Males get to decide who plays baseball. • Males fulfill the traditional gender

	<p>individuality. Displays lack of diversity.</p>	<p><i>they are good athletes.</i></p>	<p>stereotype by yelling, spitting, and starting fights.</p>
<p>Danitra Brown</p>	<ul style="list-style-type: none"> • Character education lesson of accepting new friends and remaining an individual. • Displays lack of diversity because the collections of poems only contained African Americans. The setting for African Americans characters in this story were in the inner city and participated in racially stereotyped activities such as riding subways, eating fried chicken, and having family reunions No dads were present, only moms. 	<ul style="list-style-type: none"> • <i>Girls can hit a softball farther than some boys can.</i> • <i>African American women are beautiful.</i> • <i>Illustration of young African American in traditional African clothing and talked about traveling to Zaire and African streets.</i> 	<ul style="list-style-type: none"> • Females are weak and very emotional when friends leave. • Females talk about their feelings with their friends and showed their love by hugging after they have not seen each other for a long time.
<p>Supplemental Selection: Summertime Star Parties</p>	<ul style="list-style-type: none"> • Non-diversity was shown through the photographs of only a white child. 	<ul style="list-style-type: none"> • This story was expository non-fiction and did not display any issues of hegemony. 	<ul style="list-style-type: none"> • This story was expository non-fiction and did not display any issues of privilege.
<p>Kai's Journey to Gold Mountain</p>	<ul style="list-style-type: none"> • Character education lesson of getting what you want when you are honest. Other character education lessons 	<ul style="list-style-type: none"> • Cultural assimilation is shown when Kai's dad is Americanized. 	<ul style="list-style-type: none"> • White, American males determine if one meets the requirements for entering America. The man interrogating Kai

	<p>were shown about friendship, perseverance, and acceptance when Kai befriends another immigrant in the detaining camp and continues to not give up hope. Story shows diversity in race.</p>		<p>was referred to as a “...tall, stern white man...” White men were scary and intimidating. America is referred to as Gold Mountain, which is the Chinese reference for the United States. Only woman in the story is an illustration of a woman that is a court reporter.</p>
<p>Supplemental Selection: My Japanese Sister</p>	<ul style="list-style-type: none"> • Character education lesson of acceptance of another culture. 	<ul style="list-style-type: none"> • Only females can have a ‘Japanese sister’. Once you are in America, you will act and dress like an American. 	<ul style="list-style-type: none"> • America is the best place to be. • Females accept other females and express their feelings.
<p>Pedro Puts on a Play</p>	<ul style="list-style-type: none"> • Character education lesson about responsibility of doing school work, individuality of showing various types of cultures in class assignment, and acceptance of others by Pedro’s classmates of Pedro and his Mexican heritage. • Racial ideology and stereotype is displayed when 	<ul style="list-style-type: none"> • Pedro must fit in with his peers to complete the class assignment displays sense of cultural assimilation. The teacher’s assignment is to explore the various cultural heritages within the classroom and have the students share something from their culture with the class. Pedro shows the class a play put on 	<ul style="list-style-type: none"> • The American children were not stressed out about the class assignment like Pedro was.

	<p>Pedro's Abuelo is present with the family as is more traditional with Hispanic culture.</p> <ul style="list-style-type: none"> • This story displays cultural diversity by the other illustrations in the class and mentions of another culture in the script. 	<p>by titeres (Mexican marionettes) about the Mexican heritage.</p> <ul style="list-style-type: none"> • Pedro is very distraught because he does not know what to share with his class concerning the class assignment. • Pedro's family displays pride in their cultural heritage. 	
Raul's After-School Snack	<ul style="list-style-type: none"> • This story showed non-diversity by showing only one ethnicity. 	<ul style="list-style-type: none"> • This story is realistic fiction and had no examples of hegemony. 	<ul style="list-style-type: none"> • Traditional gender role of mom baking cookies
On the Banks of Plum Creek	<ul style="list-style-type: none"> • Character education lesson about hard work and responsibility concerning taking care of the farm. • Non-diversity shown because only white characters in the story. 	<ul style="list-style-type: none"> • Girls cannot do hard work like herding cattle. 	<ul style="list-style-type: none"> • Males can save the day and rescue the women and stop run away wagons. • Traditional family unit displayed. • Traditional gender role: Girls take care of the home.
Surviving on the Prairies	<ul style="list-style-type: none"> • This story shows the character education trait of hard work. 	<ul style="list-style-type: none"> • Sole dependence on men for living and surviving. 	<ul style="list-style-type: none"> • Male privilege of automatically being the one who is the looked at as a source of survival.
Justin and the Best Biscuits in the World	<ul style="list-style-type: none"> • Non-diverse story which focused on only African Americans. • The character 	<ul style="list-style-type: none"> • It is unusual for black males to be cowboys. • <i>Men can do just as good of a job as</i> 	<ul style="list-style-type: none"> • Males cannot fit into the gender roles of women by cleaning the house and taking care of

	education trait of hard work was displayed when Justin's grandfather continually taught Justin a lesson about a good work ethic.	<i>women can when it comes to household chores and cooking.</i>	things like that. <ul style="list-style-type: none"> African American family unit with a dad present.
Hats Off to the Cowboy	<ul style="list-style-type: none"> Character education trait of responsibility by taking care of people and their needs. 	<ul style="list-style-type: none"> White males do the right thing. 	<ul style="list-style-type: none"> White males are the ones that are honest and responsible; also referred to as freedom, boss, and the fair one.
Three Little Cyberpigs	<ul style="list-style-type: none"> This story is a play with various excerpts fairytale characters in cyberland and showed no examples of ideology. 	<ul style="list-style-type: none"> This story is a play with various excerpts fairytale characters in cyberland and showed no examples of hegemony. 	<ul style="list-style-type: none"> This story is a play with various excerpts fairytale characters in cyberland and showed no examples of privilege.
The Three Little Pigs Revisited	<ul style="list-style-type: none"> Character education trait of taking care of the world is our responsibility. Accepted the 'Big Bad Wolf' and allowed him to move in with them. 	<ul style="list-style-type: none"> <i>Things that were traditionally frightening can be safe (wolf versus three little pigs).</i> 	<ul style="list-style-type: none"> This was based on fairytale characters and no examples of privilege were exhibited.
Weaving a California Tradition	<ul style="list-style-type: none"> Non-diversity; one ethnic group portrayed (Western Mono). <i>Racial stereotypes were challenged when the facts about the basket weavers' other</i> 	<ul style="list-style-type: none"> <i>Pride in one's cultural heritage.</i> <i>Showed value in other's traditions.</i> 	<ul style="list-style-type: none"> <i>White, male, and American privileges were challenged by the mother of this family maintaining a career as a social worker while</i>

	<i>interests revealed her family members that were college graduates.</i>		<i>attending graduate school, as well as, taking care of her family.</i> <ul style="list-style-type: none"> • <i>Also, the father is the family member who stays at home (male family caretaker) and focuses solely on basket weaving.</i>
<i>Wonder Weaver</i>	<ul style="list-style-type: none"> • <i>Non-diversity was shown through the illustrations of only one ethnic group.</i> 	<ul style="list-style-type: none"> • <i>Pride in one's unusual hobbies.</i> 	<ul style="list-style-type: none"> • <i>Men can do art; this goes against gender stereotypes.</i>
<i>Emerald's Eggs</i>	<ul style="list-style-type: none"> • <i>Diverse group of characters shown in this story.</i> • <i>The character education trait of responsibility was shown because the story revolves around saving the endangered sea turtles.</i> 	<ul style="list-style-type: none"> • <i>This story goes on to show the audience that anyone can hold a position being a ranger, no matter the gender.</i> 	<ul style="list-style-type: none"> • <i>The story challenges the traditional gender roles when both a male and a female are rangers in this story.</i>
<i>Your Social Studies Textbook</i>	<ul style="list-style-type: none"> • <i>This story showed an example of diversity because the pictures used displayed a diverse group of people.</i> 	<ul style="list-style-type: none"> • <i>This selection illustrated to the students about how to read various sections, like captions and headings, in their social studies textbooks; therefore no examples of hegemony were present.</i> 	<ul style="list-style-type: none"> • <i>This selection illustrated to the students about how to read various sections, like captions and headings, in their social studies textbooks; therefore no examples of hegemony were present.</i>
<i>Mimicry and</i>	<ul style="list-style-type: none"> • <i>This story was an</i> 	<ul style="list-style-type: none"> • <i>This story was an</i> 	<ul style="list-style-type: none"> • <i>This story was an</i>

Camouflage	expository non-fictional selection; therefore there were no examples of ideology presented.	expository non-fictional selection; therefore there were no examples of hegemony presented.	expository non-fictional selection; therefore there were no examples of privilege presented.
Lizards, Frogs, and Polliwogs	<ul style="list-style-type: none"> This story was an expository non-fictional selection; therefore there were no examples of ideology presented. 	<ul style="list-style-type: none"> This story was an expository non-fictional selection; therefore there were no examples of hegemony presented. 	<ul style="list-style-type: none"> This story was an expository non-fictional selection; therefore there were no examples of privilege presented.
Mountains	<ul style="list-style-type: none"> This story was an expository non-fictional selection; therefore there were no examples of ideology presented. 	<ul style="list-style-type: none"> This story was an expository non-fictional selection; therefore there were no examples of hegemony presented. 	<ul style="list-style-type: none"> This story was an expository non-fictional selection; therefore there were no examples of privilege presented.
To the Top of the World	<ul style="list-style-type: none"> This story was an example of non-diversity because there were only pictures of one ethnicity depicted. 	<ul style="list-style-type: none"> This story was an expository non-fictional selection; therefore there were no examples of hegemony presented. 	<ul style="list-style-type: none"> This story was an example of traditional male and white privilege and stereotype because there was only one climber presented and introduced in the story and he was a white male.
Firestorms	<ul style="list-style-type: none"> Non-diverse group of people. The story showed character education traits of perseverance and responsibility because the character never 	<ul style="list-style-type: none"> The story showed no examples of hegemony. 	<ul style="list-style-type: none"> Males are the heroes because the boy saved everyone that was in danger from the fire.

	gave up during the forest fire and took care of everything.		
Flame Busters	<ul style="list-style-type: none"> • Showed diverse group of fire fighters which included women and African Americans. • This story displayed the character education trait of responsibility by taking care of citizens in need. 	<ul style="list-style-type: none"> • <i>Anyone can be anything they want to be.</i> 	<ul style="list-style-type: none"> • The story challenged female stereotypes by depicting and showing pictures of women as fire fighters.
The Stranger	<ul style="list-style-type: none"> • Character education trait of accepting someone that is different even though they do not speak. • Character education trait of responsibility because the characters took care of the hurt stranger. 	<ul style="list-style-type: none"> • <i>This story was an example of taking care of others in a time when they need help and even though they are different that is a good thing.</i> 	<ul style="list-style-type: none"> • Women took on traditional roles of visiting and serving.
A Place in the Sun	<ul style="list-style-type: none"> • This selection is expository non-fiction; therefore there were no examples of ideology. 	<ul style="list-style-type: none"> • This selection is expository non-fiction; therefore there were no examples of hegemony. 	<ul style="list-style-type: none"> • This selection is expository non-fiction; therefore there were no examples of hegemony.
The Adventures	<ul style="list-style-type: none"> • Various groups were represented, diversity was shown. Also, the character 	<ul style="list-style-type: none"> • <i>Anyone can be a sailor or the captain of a ship.</i> 	<ul style="list-style-type: none"> • This story challenges racial and gender roles because various ethnicities are

	education trait of acceptance was shown in that various types of people were included in the story.		displayed preparing for being the captain of a ship. The captain of the ship in the story is a female.
Icebergs: Floating Snow Cones	<ul style="list-style-type: none"> This selection is expository non-fiction; therefore there were no examples of ideology. 	<ul style="list-style-type: none"> This selection is expository non-fiction; therefore there were no examples of hegemony. 	<ul style="list-style-type: none"> This selection is expository non-fiction; therefore there were no examples of privilege.
So You Want to Be an Inventor	<ul style="list-style-type: none"> Character education trait of perseverance because the inventors kept on trying even after failure. The character education trait of responsibility was also demonstrated because these inventors that were shown were making contributions to society. The character education trait of being an individual was celebrated because the inventors that were displayed continued to explore areas of personal strength and interest no matter what others 	<ul style="list-style-type: none"> White males are successful. 	<ul style="list-style-type: none"> This selection showed gender stereotypes because the inventors that were chosen were male and women were shown only assisting one inventor by holding up an x-ray.

	thought.		
Make a Movie Machine	<ul style="list-style-type: none"> The genre for this selection was a “How-To” article and therefore there were no examples of ideology. 	<ul style="list-style-type: none"> The genre for this selection was a “How-To” article and therefore there were no examples of hegemony. 	<ul style="list-style-type: none"> The genre for this selection was a “How-To” article and therefore there were no examples of privilege.
Just Like Me	<ul style="list-style-type: none"> Character education trait of perseverance and individuality are shown in this story because the artists never gave up on their dream and remained true to themselves. This selection showed and told of a wide variety of ethnicities. 	<ul style="list-style-type: none"> Art is a career for minorities. 	<ul style="list-style-type: none"> White, American males are important and must have better things to do than art.
I Am an Artist	<ul style="list-style-type: none"> The character education trait of individuality was shown in this poem and how the world around us is full of opportunities for personal revelations about art. Only one ethnic group displayed through an illustration. 	<ul style="list-style-type: none"> Being an artist is something that is whimsical. 	<ul style="list-style-type: none"> Anyone can be an artist no matter your ethnicity or gender.
Hewitt Anderson’s Great Big Life	<ul style="list-style-type: none"> Non-diverse story, only African Americans present in the story. This story was an example of the 	<ul style="list-style-type: none"> <i>Showed African American family living well in a beautiful home in the country.</i> 	<ul style="list-style-type: none"> Gender stereotype was shown in that the doctors in this selection were all males. Traditional family

	<p>character education trait of acceptance because in the end the family accepted the boy no matter how small he was.</p>		<p>unit was displayed.</p> <ul style="list-style-type: none"> • <i>African American family was shown and the father was present and engaged with the family.</i> • <i>Showed African American husband and wife in an intimate illustration that focused on family unity.</i>
<p>The Little Fly and the Great Moose</p>	<ul style="list-style-type: none"> • This tale showed the character education traits of responsibility and perseverance because the fly (even though he was small) never gave up against the large moose and he was willing to take care of the lake for the survival of all creatures. • This selection also introduced two different Native American tribes that were once in New Hampshire (diversity). 	<ul style="list-style-type: none"> • This selection was a Native American tale and therefore showed no examples of hegemony. 	<ul style="list-style-type: none"> • This selection was a Native American tale and therefore showed no examples of privilege.
<p>Juan Verdades: The Man Who Couldn't Tell A Lie</p>	<ul style="list-style-type: none"> • Non-diverse story that only contained Hispanic population. This 	<ul style="list-style-type: none"> • It is good for employees to be honest and not to steal from your employers. 	<ul style="list-style-type: none"> • Female lured the male into actions that he might not have done otherwise by

	<p>story displayed the character education trait of honesty because Juan admitted to his boss that he stole from him and the character education trait of responsibility for making sure his boss was taken care of.</p>	<ul style="list-style-type: none"> • Wealthy owners can manipulate the poor and control their actions. 	<p>getting him to take the fruit from his boss' fruit tree.</p>
Hard Cheese	<ul style="list-style-type: none"> • Character education trait of honesty because the moral of the story is about a crow that loses his food when a fox outsmarts him. 	<ul style="list-style-type: none"> • This selection was one of Aesop's Fables and showed no example of hegemony. 	<ul style="list-style-type: none"> • This selection was one of Aesop's Fables and showed no example of privilege.
The Case of the Too-Hot Apple Cider	<ul style="list-style-type: none"> • Non-diversity was shown in story because only white people were shown in the story. 	<ul style="list-style-type: none"> • This story was a reader's theater that showed no example of hegemony. 	<ul style="list-style-type: none"> • <i>Both males and females can do scientific experiments.</i>
Sequoyah's Talking Leaves	<ul style="list-style-type: none"> • Non-diversity was shown; only one ethnic group was shown (Cherokee Indian). 	<ul style="list-style-type: none"> • Male leader was depicted as most influential person in group of people. • <i>The story told that much of the Cherokee land was lost to white settlers.</i> 	<ul style="list-style-type: none"> • <i>Sequoyah was an inventor for the written language.</i>
Because of Winn-Dixie	<ul style="list-style-type: none"> • The character education trait of acceptance, friendship, and perseverance was shown by the 	<ul style="list-style-type: none"> • This selection showed no example of hegemony. 	<ul style="list-style-type: none"> • Female traditional role in which females have time for strays and libraries.

	female character when she moved to a new town and had to make new friends and overcome the fear of moving to an unfamiliar place.		
Decoding Dog Speak	<ul style="list-style-type: none"> This is an expository non-fiction selection that displays no example of ideology. 	<ul style="list-style-type: none"> This is an expository non-fiction selection that displays no example of hegemony. 	<ul style="list-style-type: none"> This is an expository non-fiction selection that displays no example of privilege.
My Diary From Here to There	<ul style="list-style-type: none"> Non-diversity; only Hispanic culture displayed. Character education trait of hard work and responsibility because the family's needs were the main concern and the dad was working to ensure that. 	<ul style="list-style-type: none"> Cultural assimilation because the family cannot wait to come to America and do the things that American people do. Hispanic stereotype of financial hardship and job uncertainty. 	<ul style="list-style-type: none"> Gender stereotype: depending on male to take care of the family. Stereotype of large Hispanics family with many children.
Moving/ There's an Orange Tree Out There	<ul style="list-style-type: none"> Poems than show no example of ideology. 	<ul style="list-style-type: none"> Poems than show no example of hegemony. 	<ul style="list-style-type: none"> Poems than show no example of privilege.
The Cricket in Times Square	<ul style="list-style-type: none"> Honesty, friendship, and responsibility were the character education traits that were shown in this story because the cricket was honest about the money he destroyed, the 	<ul style="list-style-type: none"> The characters have last names that indicate that the human characters are Italian and the near 'bankruptcy' that the family business faces speaks to the stereotypical 	<ul style="list-style-type: none"> Traditional role of mom as caretaker.

	boy worked to pay it back, and the cricket's friends helped him out of trouble.	notion of immigrants struggling in America.	
Cricket Thermometer	<ul style="list-style-type: none"> This selection is expository non-fiction therefore; it had no examples of ideology. 	<ul style="list-style-type: none"> This selection is expository non-fiction therefore; it had no examples of hegemony. 	<ul style="list-style-type: none"> This selection is expository non-fiction therefore; it had no examples of privilege.
Mangrove Wilderness	<ul style="list-style-type: none"> This selection is expository non-fiction therefore; it had no examples of ideology. 	<ul style="list-style-type: none"> This selection is expository non-fiction therefore; it had no examples of hegemony. 	<ul style="list-style-type: none"> This selection is expository non-fiction therefore; it had no examples of privilege.
Mangrove	<ul style="list-style-type: none"> This selection is expository non-fiction therefore; it had no examples of ideology. 	<ul style="list-style-type: none"> This selection is expository non-fiction therefore; it had no examples of hegemony. 	<ul style="list-style-type: none"> This selection is expository non-fiction therefore; it had no examples of privilege.
Welcome to Chinatown	<ul style="list-style-type: none"> Diversity was shown in this story because there were a variety of ethnicities in this story. Acceptance was the character education trait that was shown because of the manner in which the variety of students that all got along and worked together in the story. 	<ul style="list-style-type: none"> This was a reader's theater that contained factual information about Chinatown. Therefore, there were no examples of hegemony. 	<ul style="list-style-type: none"> This was a reader's theater that contained factual information about Chinatown. Therefore, there were no examples of privilege.
Amelia's Garden	<ul style="list-style-type: none"> Various ethnicities were presented, therefore diversity 	<ul style="list-style-type: none"> Cultural assimilation was shown when the 	<ul style="list-style-type: none"> American privilege because it was clear that

	<p>was shown.</p> <ul style="list-style-type: none"> The character education traits of acceptance and individuality were shown through the differences that were presented as the main character was trying to bring all of the various ethnicities together. 	<p>main character wants everyone to join together and do the things that she (American) thinks is acceptable and communicate accordingly.</p>	<p>Amelia (who was the American) expected everyone to meet her expectations and there was no evidence that she was ever intending on meeting others' expectations.</p>
Dragons and Dinosaurs	<ul style="list-style-type: none"> This was an informational text that contained factual information about the early discovery of dragons and dinosaurs. Therefore, there were no examples of ideology. 	<ul style="list-style-type: none"> This was an informational text that contained factual information about the early discovery of dragons and dinosaurs. Therefore, there were no examples of hegemony. 	<ul style="list-style-type: none"> This was an informational text that contained factual information about the early discovery of dragons and dinosaurs. Therefore, there were no examples of privilege.
Saturday Night at the Dinosaur Stomp	<ul style="list-style-type: none"> This selection is a poem that contained various facts and names about dinosaurs. Therefore, there were no examples of ideology. 	<ul style="list-style-type: none"> This selection is a poem that contained various facts and names about dinosaurs. Therefore, there were no examples of hegemony. 	<ul style="list-style-type: none"> This selection is a poem that contained various facts and names about dinosaurs. Therefore, there were no examples of privilege.
Grand Canyon: A Trail Through Time	<ul style="list-style-type: none"> This was a narrative non-fiction that gave information to the reader about visiting the Grand Canyon. Therefore, there were no examples 	<ul style="list-style-type: none"> This was a reader's theater that contained factual information about Chinatown. Therefore, there were no examples of hegemony. 	<ul style="list-style-type: none"> This was a reader's theater that contained factual information about Chinatown. Therefore, there were no examples

	of ideology.		of privilege.
The Rock Cycle	<ul style="list-style-type: none"> This selection is an expository non-fiction that told about the rock cycle. Therefore, there were no examples of ideology. 	<ul style="list-style-type: none"> This selection is an expository non-fiction that told about the rock cycle. Therefore, there were no examples of hegemony. 	<ul style="list-style-type: none"> This selection is an expository non-fiction that told about the rock cycle. Therefore, there were no examples of privilege.
The Bunyans	<ul style="list-style-type: none"> Non-diversity because only white characters shown. Character education trait of acceptance because the characters were all giants and accepted as such. 	<ul style="list-style-type: none"> Traditional hero tale where the white male is the heroic figure. 	<ul style="list-style-type: none"> This story challenged the gender stereotype in that the female character participated traditionally male type activities.
Mammoth Cave: National Park	<ul style="list-style-type: none"> This selection is an expository non-fiction that told about Mammoth Cave National Park. Therefore, there were no examples of ideology. 	<ul style="list-style-type: none"> This selection is an expository non-fiction that told about Mammoth Cave National Park. Therefore, there were no examples of hegemony. 	<ul style="list-style-type: none"> This selection is an expository non-fiction that told about Mammoth Cave National Park. Therefore, there were no examples of privilege.
John Muir and Stickeen	<ul style="list-style-type: none"> Non-diversity shown because only white characters utilized. The character education traits of friendship and perseverance were shown because the character becomes friends with a dog and neither he, nor 	<ul style="list-style-type: none"> The traditional belief that only educated, white males can explore the world and make meaningful discoveries that are valued and have the freedom to do such. 	<ul style="list-style-type: none"> This selection shows an example of white and male privilege in that only white males could travel and depend on strangers to take them in and take care of their needs.

	the dog, ever give up		
John Muir: Extreme Explorer	<ul style="list-style-type: none"> • Non-diversity because only white males are shown. 	<ul style="list-style-type: none"> • Exploration was something just for white males to do. 	<ul style="list-style-type: none"> • White males do important things and make discoveries.
Discovering the Atocha	<ul style="list-style-type: none"> • Non-diversity because only white characters are displayed. The character education traits of hard work and perseverance are shown because the crew never gives up looking for the treasure no matter how long it took and they work very hard to explore every inch necessary until they discover the treasure. 	<ul style="list-style-type: none"> • This selection is a biography that tends to reinscribe the status quo by promoting exploration as something that white males are the ones that explore and make discoveries. 	<ul style="list-style-type: none"> • This selection reinscribes the notion that white males are in charge and do important things.
Your Science Textbook	<ul style="list-style-type: none"> • This selection is an expository non-fiction that told about the parts of the science textbook. Therefore, there were no examples of ideology. 	<ul style="list-style-type: none"> • This selection is an expository non-fiction that told about Mammoth Cave National Park. Therefore, there were no examples of hegemony. 	<ul style="list-style-type: none"> • This selection is an expository non-fiction that told about Mammoth Cave National Park. Therefore, there were no examples of privilege.

Table 2 provides an overview of the stories and, more specifically, in what ways they were relevant to ideology, hegemony, and privilege. In the narrative below, I provide more specific details and examples in this vein.

Ideology

As I reviewed above, ideology is defined as a set of beliefs that are identified with a particular person or a group of people based on factors such as background, status, race, ethnicity, and other unique variables. The variables of ideology culminate to create system of beliefs that one cannot separate from their identity. Nevertheless, it is necessary to be somewhat more precise as different stories serve different ideological forms, namely capitalist, liberal, and racial ideologies. Both capitalist and liberal ideologies manifest through what I would call character education. Many of the stories highlighted character traits such as honesty, hard work, acceptance, friendship, perseverance, and responsibility. Approximately, thirty-six of the 60 stories could be categorized as “character education” in this way.

Capitalist ideology is defined as a set of beliefs immersed in the ideal of the free market, characterized by competition and the profit-motive. Capitalist ideology is invoked, for example, through the character traits of hard work and responsibility. For example, in the story *Homesteading* explaining that taking care of the land and livestock is important and hard work but shows responsibility. An example of this from *Homesteading* is, “The settlers quickly learned that it took a great deal of hard work to make a new life on the prairie.” This is not to suggest that other ideological positions do not also support traits of hard work and responsibility. It is to say that such lessons take on particular meaning within particular ideologies. Notice that these particular lessons also speak to a pull yourself up by your bootstraps ethos of rugged individualism. It is here, perhaps, that capitalism and liberalism meet.

Liberal ideology is defined as a set of beliefs derived from several fundamental tenets including, among others, autonomy (the capacity to form one’s vision of the good life), freedom, individualism, equality, and reason. Liberal ideology, in this vein, is invoked in such traits as

acceptance, perseverance, friendship, responsibility, and individuality. For example, in the story *The Hot and Cold Summer*, acceptance (which could be read as promotion of equality) was displayed when even after a boy was injured and could not do the activities the friends originally decided upon, the other friends chose to do activities the injured friend could participate in. These other friends accepted him and demonstrated friendship towards him.

Racial ideology refers to the beliefs that individuals hold about the superiority/inferiority of different racial groups as well as the societal structures that reinscribe these beliefs. Ten of the readings related to racial or ethnic diversity (or lack thereof) that would inform students' racial ideologies. For example, *Welcome to Chinatown* and *The Adventurers* showed great diversity in the characters showed. On the other hand, twenty-eight stories represented only one race or ethnic group. For example, *Danitra Brown Leaves Town* and *Hewitt Anderson's Great Big Life* consist of only African American characters, *Juan Verdades: The Man Who Couldn't Tell a Lie*, and *My Diary From Here to There* only showed characters from the Hispanic culture and *The New Kid* and *Mighty Jackie: The Strike-Out Queen* only included white characters. Also, important in the analysis, of course, will be the roles that characters of different racial groups played in the stories.

Hegemony

If hegemony involved the domination of one group by another, with the partial consent of the subordinated group, as defined earlier, then it can take on a variety of forms, including cultural hegemony. In many ways, this looks like cultural assimilation --the adaptation to another culture, most often the mainstream culture, to the extent of exhibiting behaviors and accepting values that reflect the dominant culture. On the one hand, five of the stories dealt with cultural

assimilation, for example *My Diary from Here to There*. In this selection, the family is moving to America and focuses on the simple American pleasures that they intend on engaging in once they come to America. On the other hand, three of the stories displayed pride in one's cultural heritage. For example, *Weaving a California Tradition* was a selection that celebrated the customs and heritage of the Western Mono ethnic group and their skills of basket weaving.

Privilege

Forty-two of the readings, while the author's focus was on other issues such as friendship and acceptance, raised gender issues related to privilege. By "gender issue," as related to the notion of privilege, I refer to stories in which gender stereotypes and/or traditional gender roles were portrayed. This I mark as male privilege. For example, in the story *John Muir and Stickeen*, it is only because of John Muir's whiteness and maleness that he was allowed to travel to unknown places, explore, and depend on strangers for food and care. John Muir had the privilege to do this and did not earn the right to do these things.

It is also under this category that we find the notion of male dominance, which is referring to when the male takes control of a situation with or without necessity and does so in a manner that implies power. There are nine stories that exhibit male dominance. For example, in the selection *The Hot and Cold Summer* the male decides all of the activities and makes the decision about what to do with the money that was earned at the lemonade stand. On several occasions in the story, the male character takes it upon himself to make all of the decisions and take control.

Five of the readings were associated with American privilege. For example, in the selection *Amelia's Garden*, an example of American privilege was shown when the main

character in the story (Amelia) orchestrated the others to become more “American” and never conceded to adapt to any of their ways.

Four of the readings were associated with white privilege. For example, in the selection *So You Want to be an Inventor* the majority of the inventors (with the exception of one) were white. This inequitable approach to exposing student to inventors is inaccurate and tends to reinscribe the status quo.

B. In-Depth Content Analysis: Critical Perspective

The second part of the Content Analysis included twenty questions that were utilized as a guide to coding the information during the content analysis of the reading selections. The twenty coding questions were developed from insights and new knowledge acquired throughout the research design utilized for this study. The questions were designed from the concepts of ideology, hegemony, and privilege. As I read and answered each question, I did so through the analytical lens of critical multiculturalism.

Summary

In the first section of the content analysis which focused on the critical perspectives of the curriculum, it seems that the curriculum tends to lean towards developing specific character education traits. More specifically, the character education trait of honesty was directly related to ideology. As far as hegemony, male dominance seemed to play an extensive role within the reading selections. Throughout the remainder of the analysis, male dominance and male privilege were noted often as well.

C. In-Depth Content Analysis: Race, Ethnicity, and Themes

Other Related Results

Since the focus of this study relies on opportunities for critical analysis concerning multiculturalism, the material that has no opportunities or does not lend itself to the type of reading that takes on issues of the world must be taken into account. Many of the stories indicated that there were some questions and areas that were unable to be answered. Twenty-one of the readings were not applicable to the coding questions.

Teacher Interview Results

A. Teacher Interview Result: Teacher Demographics

I interviewed seven teachers from the Calhoun County School District. The teachers were given pseudonyms in order to protect their anonymity. The first part of the teacher interviews consists of demographic information collected from the teachers. There were seven teachers utilized for this study from three schools in the Calhoun County School District. In the table below, there is gathered demographical information and calculated the percentages of each category for the interview subjects.

Name	Gender	Race	Age	Total Years Teaching	Years Taught Fourth Grade Reading	Educational Level
Ms. G	F	W	46	23	4	B.S.
Ms. J	F	B	25	3	3	M.S.
Ms. N	F	W	42	4	4	*B.S.
Ms. R	F	W	22	2	2	*B.S.
Ms. S	F	W	36	10	2	M.S.
Ms. T	F	W	53	19	1	M.S.
Ms. W	F	W	52	24	20	B.S.
Percentage/ Average	100% Female	14.3% African American 85.7%	39.4 = Average Age	12.1 = Average Number of	5.1 = Average Number of Years	42.8% = Master's Degree

		White		Years Teaching	Teaching Fourth Grade Reading	28.6% = Bachelor's Degree 28.6% = Currently Working Towards Master's Degree
*Currently working towards completing a Master's Degree.						

Summary

Of the seven teachers that participated in this study, 100% of them were female, six of them are white, and one teacher is African American. The average age of the teachers is 39.4 with ages ranging from 22 to 53. The average number of years teaching is 12.1, ranging from 2 years of teaching to 24 years of teaching. The average number of years the teachers have taught fourth grade reading is 5.1, ranging from one year to twenty years. Of the seven teachers, 42.8% of them have a Master's Degree, 57.2% of them have a Bachelor's Degree, and 28.6% of them are currently pursuing a Master's Degree.

B. Teacher Interview Narratives

The researcher conducted two interviews with each teacher. Summaries of each teacher interview session are included below. Then, in chapter 6 an analysis will be presented of the teacher interviews. The teacher interview transcripts are included in Appendix IV.

School A: Ms. N

The first teacher that I interviewed was Ms. N from School A. Ms. N has memories of being a struggling reader when she was younger. Her philosophy of education focuses on the students and their successes. According to Ms. N, on the teacher's lack of time and resources best sums up the current state of affairs concerning education. She also states that teaching about

the Civil War is one of the ways that multiculturalism is addressed in the fourth grade. Ms. N rated the level of multiculturalism taught to fourth grade students a level four (with ten being the highest). She thinks that the most influential factor in creating multicultural opportunities revolves around any extra activities utilized by the teacher. Ms. N did think that most parents would be comfortable with their children participating in open dialogue and discussion concerning CMC. According to Ms. N, critical multiculturalism seems like it would be looked at as more 'required' when compared to multiculturalism. When asked about the coverage of race, ethnicity, and gender she replied that there was minimal mention of such topics in the fourth grade reading material. Ms. N did not remember any standards in the Alabama Course of Study or the College and Career Ready Standards that dealt with multiculturalism. She does think that if the issues of acceptance, self-identity, culture, race, or gender were brought up her students would join in the discussion. Ms. N did comment that, "Yeah, like we have Black History Month, but we don't have any months for any other culture."

School B: Ms. S

The second teacher that I interviewed was Ms. S from School B. Ms. S described herself as a good reader with a philosophy of education that concentrates on making a safe place for students to learn. Ms. S stated that the current state of affairs in education surrounded issues like lack of resources. She also noted that multiculturalism was not very well represented and rated it a three on the rating scale. Ms. S believes that parents would be comfortable with their children participating in open dialogue and discussion concerning critical multiculturalism. She thinks that critical multiculturalism would be authentic and relatable to life and the reading curriculum

is constantly changing when it comes to issues of race, ethnicity, and gender. Ms. S described multiculturalism as the demographic make-up of a subject or place and critical multiculturalism is how we critically analyze all the ways we are affected by, both positively and negatively, our different cultures.

School C: Ms. J

The third teacher that I interviewed was Ms. J from School C. She described her early educational experiences as a positive and that her philosophy of education was all about the ‘smiles on children faces’. Ms. J’s believes that the elementary classrooms are much more diverse than ever before. She rated multiculturalism a five on the rating scale of how well the current reading curriculum addresses multiculturalism. Ms. J also stated that exposing students to multiculturalism is very important in the quest to ensure students are aware of other cultures and not be afraid to ask questions. Ms. J said that the most influential factor in creating multicultural opportunities for students is allowing students to accept one another. She stated that most parents are reluctant of dialogue and discussion concerning CMC. Ms. J stated that the difference between multiculturalism and CMC stems from gender and race. Concerning race, ethnicity, and gender she believes that the fourth grade reading curriculum does an excellent job addressing those issues. Ms. J did give specific objectives and standards for multiculturalism.

School C: Ms. G

The next teacher I interviewed was Ms. G from School C. Ms. G described herself as a good reader and someone who loves to read. She described her philosophy of education as student- centered. Ms. G stated that she believed the reading curriculum’s approach to

multiculturalism was superficial and she rated multiculturalism a four on a scale of one to ten (with ten being the highest). Ms. G stated that the most influential factor in creating multicultural opportunities for students is the Alabama History textbook. She remarked that she did not think parents would understand enough about multiculturalism to be comfortable with their children participating in open dialogue and discussion concerning CMC. Ms. G stated that the fourth grade reading curriculum does a good job showing race, ethnicity, and gender, but it is not in-depth enough.

School C: Ms. T

The next teacher that I interviewed was Ms. T from School C. Ms. T said that she had great reading experiences while she was in school. Her philosophy of education was summed up in the quote, “Expect and accept only the best.” Concerning the current state of affairs in education, Ms. T replied that there were, “...too many programs, not enough discipline, and too much political correctness.” She stated that multiculturalism was covered well in the reading book and rated multiculturalism a nine on the rating scale. Ms. T stated that the most influential factor in creating multicultural opportunities for students stories that share culture and customs. She also believes that most parents are uncomfortable with their children participating in open dialogue and discussion concerning CMC. In Ms. T’s opinion, she thinks that CMC has a much deeper and meaningful way to discuss differences. Ms. T stated that there were very few issues with discrimination that were insightful and good for discussions concerning race, ethnicity, and gender. When asked if she knew any standards that address multiculturalism within the Alabama Course of Study or the College and Career Ready Standards, Ms. T stated that there was one

objective that she knew of and it dealt with analyzing the author's purpose and perspective in literature.

School C: Ms. W

The next interview was Ms. W from School C. Ms. W stated to have had good experiences and loved school when she was younger. She stated that her philosophy of education focused on fostering children's love of learning. Ms. W believes the current state of affairs in education rests on the dynamics of the parents and, "Parents need to focus more on their children and their needs." Ms. W states that the current reading curriculum "...barely touches the surface (of multiculturalism)." She believes that it is important that we include multicultural education for students because they, "... need to know about the world around them." Ms. W rates multiculturalism a four on the rating scale for multiculturalism and using outside resources is what Ms. W believes is the most influential aspect of multiculturalism. When it comes to parents being comfortable with their children participating in open dialogue and discussion concerning CMC Ms. W said that it depends on the topic. She also stated that, "Multiculturalism is the cultural influence as a whole and critical pertains to a particular topic." Ms. W believes that concerning college preparation for pre-service teachers, multiculturalism needs to be taught in a manner that it is more than teaching about the language barriers. Ms. W thinks that the current fourth grade reading curriculum just basically 'skims the surface' of issues with race, ethnicity, and gender. Ms. W mentioned one objective that addressed multiculturalism within the Alabama Course of Study or the College and Career Ready Standards and that was, "To expose students and study multiculturalism."

School C: Ms. R

The next teacher that I interviewed was Ms. R from School C. Ms. R stated that her early educational years were spent memorization in school and focused on reading through the Accelerated Reader Program in a manner that was not beneficial in Ms. R's opinion. Ms. R states that the current state of affairs in education today is quite uncertain. Ms. R believes that the reading curriculum incorporates multiculturalism to an extent and rates the curriculum an eight on the scale from one to ten. Ms. R stated that the most influential factor in creating multicultural opportunities for student lies with the teacher. She believes that it depends on how strong the parents' beliefs are concerning the topic of multiculturalism as to whether or not the parents would allow a discussion of this nature in the classroom. Ms. R stated that CMC is deeper and covers broader topics of multiculturalism. The reading curriculum, in Ms. R's opinion, addresses issues concerning race, ethnicity, and gender by using various examples of race and culture. According to Ms. R believes that the Alabama Course of Study or the College and Career Ready Standard that addresses multiculturalism are AL 4.8 (RL 4.9).

Summary

These interviews indicate that while the teachers have an appreciation for multiculturalism and multicultural education, there is a lack of understanding of what that can or should mean in the classroom. The general perception was the beliefs of the teachers that were interviewed were comparable with each other specifically concerning their beliefs about multiculturalism and its role in the educational process. For example, consistently the teachers believed that they have no control over the current state of affairs in education, but they all

agreed that time and resources were major issues of concern for education. Another aspect of concern that the teachers shared with me was their belief that the reading curriculum did not cover topics such as race, ethnicity, and gender.

Concerning the classroom and the students, the teachers did exhibit mixed feelings about how they think the parents of their students would feel about their children participating in classroom discussions concerning CMC. Almost half of them thought that the parents might not approve. However, the majority of the teachers interviewed all agreed that the teacher is the key indicator for ensuring that CMC is taught in the classroom. In chapter 6, drawing in my transcriptions, I provide a more detailed analysis of these interviews.

Summary

One hundred percent of the teachers believe that they have no control over the current state of affairs in education. Concerning reading resources, 71.4% believe that other resources besides the reading series could be an influential factor in MC. The results of the question that asked about parent perceptions, 28.6% do not believe parents would be comfortable with the topic of CMC being discussed in the classroom. None of the teachers had anything else to share at the end of the interview session.

d. Teacher Interview Results: Perceptions of Multiculturalism

The next section of the teacher interviews is about the teachers' perceptions about multiculturalism. The first question was what their analysis was concerning multiculturalism within the current fourth grade reading curriculum. The results indicated that 57.1% of the

teachers believed that multiculturalism is not covered very well in the curriculum. The teachers were asked to rate the level of multiculturalism that is offered to fourth grade students via the current reading curriculum on a scale from 1-10 with 10 being the highest. The average rating that the teachers gave was a 5.3. I asked the teachers if they knew the difference in multiculturalism and CMC, 42.8% of them stated that CMC was above the basics of multiculturalism. The next question asked was how the teachers believed the current fourth grade reading curriculum addresses issues concerning race and ethnicity. A little over 42% of the teachers stated that they did not believe race and ethnicity are addressed adequately in the fourth grade reading curriculum. The same question was asked concerning the coverage of gender. More than 57% of the teachers believed the current reading curriculum does an average to a little less than average job in addressing issues of gender. When the teachers were asked if they knew what specific standards or objectives addressed multiculturalism within the Alabama Course of Study or the College and Career Ready Standards, approximately 43% knew standards that addressed this topic.

Summary

The topic of multiculturalism within the fourth grade reading curriculum was believed to be not covered well by 57.1% of the teachers interviewed. When asked to rate multiculturalism in the fourth grade reading curriculum on a scale of 1-10, the average number the teachers rated multiculturalism was a 5.3. Approximately, 42.8% of the teachers believe that CMC goes above and beyond multiculturalism. The same number of teachers, 42.8%, also believes that race and ethnicity are not represented well within the fourth grade reading curriculum. The responses from the teachers indicate that 57.1% believe gender is covered in an average manner to a less

than average manner. Of the teachers interviewed, 42.8% knew specific standards that related to multiculturalism.

e. Understanding Multiculturalism

The next section of the teacher interviews focuses on the teachers' understanding, thoughts, and/or ideas about multiculturalism. The first question asked was how they would describe multiculturalism. Over 71% of the teachers responded that they believed multiculturalism had something to do with the analysis of culture. When asked what the teachers thought about the differences in CMC, vulgar multiculturalism, or managed multiculturalism, 71.4 % of the teachers responded that they felt like CMC was a deeper, more complex level of multicultural analysis. I then asked the teachers to revisit their philosophy of education and decide how applies to CMC, 57.1 % of the teachers indicated that their philosophy of education applied to CMC specifically in the area of being student centered. Approximately, 57.1% of the teachers felt like they developed their philosophy of education through their experience as an educator. When I asked the teachers whose responsibility is it to ensure CMC is immersed within the fourth grade reading curriculum, 100% the teachers reported that they believed that the teacher was the person most responsible for ensuring CMC in the classroom.

Summary

Pertaining to the portion of the teacher interview questions the focus remained on their level of understanding concerning multiculturalism. When asked their analysis of multiculturalism, 71.4% knew that multiculturalism had something to do with the analysis of cultural elements. The teachers were asked the difference between CMC and multiculturalism, 71.4% knew CMC was on a deeper level than regular multiculturalism. When asked to describe their philosophy of

education, 57.1% mentioned being student-centered in their philosophy. Also, 57.1% of the teachers stated that their philosophy had developed through experience as an educator. One hundred percent of the teachers believe it is the teacher that is responsible for CMC.

f. Teacher Interview Results: Multiculturalism and the Curriculum

The last section of the teacher interviews focused on the reading curriculum and CMC. The first question posed to the teachers was about how they felt about the last reading story they had completed with the class and if the resources that were used correlated with multiculturalism. Only 28.6% of the teachers agreed that the resources that they had used correlated with multiculturalism. The next question asked of the teachers was about their planning processes and how important it has been to address the issues surrounding multiculturalism. Over 57% of the teachers reported that in actuality they do plan with a goal or objective in mind and whatever that goal or objective is that is the main focus of their planning. I then asked if there were certain topics that were avoided that they could have addressed concerning multiculturalism from the last reading story. Almost 88% of the teachers interviewed reported that they have never avoided certain topics surrounding multiculturalism. The next question that was asked was if there were there certain topics that were brought out and addressed concerning multiculturalism from the last reading story. The majority of the teachers (57.1%) reported that they did address topics concerning multiculturalism with their last reading story. None of the teachers were willing to share anything additional concerning the reading curriculum and CMC.

CHAPTER 6: ANALYSIS

I. Introduction

The conclusions from the findings of this research study are valuable and add to the knowledge base of information that exists in the field of education concerning the topic of multicultural education. The issues surrounding multiculturalism and the educational process are extensive and need much attention from experts in the field. These findings must be utilized to develop a plan to reduce the gaps in multicultural education between theory, curriculum, and practice that impact the teaching and learning process. Practitioners must be given the knowledge, the skills, and the action steps necessary to improve the level of multicultural education that currently exists in the fourth grade reading curriculum. It is imperative that educators from all levels work cohesively towards a shared vision which ensures the proper steps are taken to **identify** the gaps and problems within the educational system, **develop** plans of recourse, and **apply** the action steps necessary to reduce gaps or problems. It is also the responsibility of educators to continually **monitor** and **revise** plans when necessary. All realms of education, including the researchers and the practitioners, must work together to promote consistency and readily share knowledge to guarantee that all parties are prepared and knowledgeable about outcomes on all levels. The knowledge that is learned and developed from researchers and practitioners must cross all barriers and ultimately transfer over into the classroom and help guide instruction, which in turn, enhances the educational opportunities for all students. The prevailing collective influences that affect education and educational progress

must be constantly interrogated from a variety of conceptual lenses. This study is one such attempt at such praxis.

II. Review of Conceptual Framework

While conducting the analysis from this study, I relied heavily on the conceptual framework that was explained and developed in Chapter 2. Revisiting the conceptual framework allows a more centralized and focused view to be placed on the content analysis and teacher interview results. The conceptual framework surrounding CMC includes its primary theoretical underpinnings of ideology, hegemony, and privilege. These theoretical underpinnings aid in the understanding of the quantity and quality of multicultural education that either exists, or does not exist, within the fourth grade reading curriculum.

It is important that the focus be on the existence of CMC, as well as, to not confuse it with vulgar or managed multiculturalism. Critical multicultural education helps students develop the skills and habits to

- challenge and question status quo social arrangements,
- analyze specific circumstances or issues without judging based on one's own ideology,
- think and act critically within the classroom setting,
- to transfer knowledge into practice outside of the classroom,
- be self-reflective, and
- look at multiple views and perspectives.

Vulgar multiculturalism, in contrast, concentrates on celebrating and recognizing differences as a way of political correctness. Managed multiculturalism is used as a way of satisfying specific

requirements by the dominant culture to bring attention to minorities in a controlled manner. The focus remains on tolerance as opposed to the critical engagement outlined above.

III. Review of Theoretical Underpinnings of Critical Multiculturalism

Critical multiculturalism develops from the core concepts of ideology, hegemony, and privilege and these concepts create the foundation of CMC. Ideology which is a set of beliefs that are sometimes identified with a particular person or a group of people based on factors such as background, status, race, ethnicity, and many more unique variables. Particular sets of ideological beliefs can be examined, set aside, or reinforced in the exploration of the presence of CMC within the fourth grade reading curriculum. Hegemony is a vital concept in CMC. Understanding hegemony and hegemonic relationships reveals the ways that subgroups are constructed under the power and cultural, linguistic, and even ideological expectations of the dominant group based on their goals and intentions. The concept of privilege also informs CMC with the understanding that privilege gives people unearned power and control and this needs to be examined and challenged. Ideology, hegemony, and privilege are the theoretical underpinnings that inform the conceptualization of CMC that I have applied throughout this study. The primary intent of the study was to analyze the fourth grade reading curriculum through this conceptual lens.

The research questions that guide the research study are: *How does the fourth grade reading curriculum reflect the goals of critical multiculturalism?; To what extent do the reading selections promote critical analysis of the state of multiculturalism as presented in the educational setting that the students are exposed to?; and How do the fourth grade reading teachers approach multiculturalism?* In order to best answer these research questions, a content

analysis of the reading curriculum and teacher interviews were conducted. This methodology allowed for the examinations of the presence of critical multicultural elements in the fourth grade reading curriculum and the quality of this as well.

IV. Content Analysis Overview

A. Introduction

The first step in discussing the findings is to explain the results found in chapter five. The first section of the results was the content analysis. The reading textbook that was used for this content analysis is entitled Harcourt School Publishers Story town (2008). The textbook contains 30 main selections and 30 supplemental selections. The stories and textbook are divided into six themes. The themes include the following: Theme 1 Facing Challenges, Theme 2 Getting the Job Done, Theme 3 Natural Changes, Theme 4 Imagination at Work, Theme 5 A New Home, and Theme 6 Exploring Our World. I completed a Frequency Distribution Chart containing some elements of the stories.

B. Author, Character, and Gender Analysis

The gender of the authors of the reading selections and the characters within the stories may shed some light on the level of male and/or female authors, characters, and themes, and storylines. Due to the fact that thirty-six of the authors were female and fourteen of the authors were male, this could have an effect of the types of stories that were written and chosen to be in the textbook. There were thirty main characters that were males; either white males or minority males. There were a total of eighteen female characters, twelve of the female characters were white females and six of the characters were minority females. There were nine stories that had

both male and female characters in the same story. It is important to mention that some stories had multiple main characters.

Far more female authors were present, and, interestingly those female authors wrote mostly about male characters. The reasoning for this circumstance could be the female authors are reinscribing the status quo by giving audiences what they want and are familiar with, which are strong male main characters. This could be done because either the author wants to be accepted or the author wants their piece of literature to be accepted. This could also explain why so many of the male characters developed by female authors had numerous stereotypical traits such as when Mildred Pitts Walter, the author of *Justin and the Best Biscuits in the World*, wrote about Justin's grandfather completing tasks or 'women's work' (as it was referred to in the reading selection), but only because he was a widower. Walter used the stereotype of males completing household chores, cleaning, and cooking only when there is no female around to complete these tasks. This is explained by stating the obvious; women see male stereotypes and know those far better than they truly understand what it is to be a man. Another reason female authors might write about male characters is that they want their characters to seem real. In order for audiences to believe a male character is believable the use of gender stereotypes in the reading selections by a female author may seem necessary. The same reasoning can explain why when male authors write about female characters the female characters seem very stereotypical...because that is what a male knows about being a female. For example, male authors constructed female characters as the female character, Araceli, in *Juan Verdades: The Man Who Couldn't Tell a Lie* by Joe Hayes. Araceli acts as a manipulator that uses her femininity to get the male character of Juan to steal for her. This is akin to the stereotype in

which the female ‘lures’ the male into acting on certain behaviors that the male would not normally do without the female ‘persuading’ him with her feminine wiles or seductive ways. That said, as I note below, male authors mainly develop male characters.

Additionally, thirteen of the male characters were white and thirteen of the characters were minority. The categories used for the main characters in the story included: white males, white males and white females combined, minority males, white females, minority females, and no main characters. Some of the sixty stories did have more than one main character. After categorizing each character in each story, a tally mark was given to each specific category. The results were tallied and divided by the total number of stories. If males and females wrote typically what they know most about, then there should be more female characters because there are more female authors; however that is the exact opposite. Thirty-six of the authors were female and twelve of the main characters were white females and six of the characters were minority females. This is compared to fourteen of the authors being male and fifteen of their main characters were white males and fifteen of the main characters were minority males. Nine stories had both male and female main characters. There were six of the stories without an author. Most of these were due to the fact that they were expository texts, for example the expository selections *The Rock Cycle* which details the processes that occur when forces of nature change rocks and *Mangrove* which explains the habitat of the mangrove land building tree.

C. Genre Analysis

Concerning the types of stories written, expository non-fiction and poetry were the main type of genre utilized in this reading textbook with ten stories each. If the expository non-fiction

is added to the other types of non-fiction (three narrative non-fictional stories three articles, three informational narrative, and five textbook/resource selections) then, twenty-four of the stories were non-fiction. There were many opportunities to address the focus skill and the theme that was identified by the textbook with other types of culturally challenging text besides non-fiction. The students in the fourth grade have a science and social studies curriculum that addresses many types of non-fiction reading and expository text. Therefore, there is enough exposure to non-fiction and expository non-fiction text without having to supplement the reading textbook with it. Those types of stories are valuable and needed, however what is the reason these stories are not culturally challenging.

D. Illustration Analysis

Concerning the illustrations, the way that these were coded was there could be many depictions in the illustrations and as long as either a female or a minority was included, even in the smallest way, it was counted for that category. Concerning illustrations, there were twenty-one illustrations with minorities in them, thirty-two illustrations with females in them, and thirty-eight illustrations that included males. There were eighteen stories that had no people in the illustrations. Some of the stories were pictures of land formations, some illustrations were cartoon characters or animal drawings, and some were pictures of animals. Therefore 93.3% of the stories in this reading textbook either had males or no people in the illustrations at all. While (re)presentation of character traits and roles, among other things are more important to revealing how ideology and hegemony manifest, it is telling, perhaps as a privilege, that males were represented 10% more than females in the illustrations.

There are limited opportunities for critical analysis of the state of multiculturalism as presented in the educational setting. One common theme that appears when the illustrations are looked at as a whole - the coloring of the characters is sometimes hard to identify. For example, in the story *Might Jackie*, she is a white woman. In the textbook she has a darker tone than other characters that were identified to be white. I coded Jackie as white because I knew she was white. However, in some stories the coloring of a character was a light brown or orange tint with predominantly white features. I would argue that this kind of erasure of race is a form of vulgar multiculturalism to the extent that the goal, if not the effect, seems to be to promote tolerance, Liberal ideological fashion: We are all the same; we are individuals; and color is irrelevant. Of course, critically oriented teachers could/should promote examination of this very notion.

Nevertheless, only one teacher out of the seven discussed illustrations and she brought up the illustration concern of *Mighty Jackie: The Strike-Out Queen*. In a follow up question, she agreed that some of the characters had an orange tint to them throughout the textbook. But she offered no further commentary on this and it was clear, therefore, that she did not engage students any sort of critical analysis. As an added note, there were no illustrations of people with any type of disability within the reading selections. It is important to mention this, as well as other silences and evidence of hidden curriculum that were obviously omitted in the analysis of the fourth grade reading curriculum. The reasoning for no illustrations or mentions in the fourth grade reading curriculum cannot be completely determined. However, omission of students with disabilities is unwarranted. Students with disabilities should be represented within the fourth grade reading curriculum just as other students are represented. This is important for both the students with and without disabilities. For the students with disabilities, having the opportunity

to ‘see’ themselves in the curriculum is imperative to self-confidence and self-worth. For the students that are non-disabled, it is important that they view their peers as having value by being represented in the curriculum and these same student need to be exposed to students with disabilities. Another silence in the fourth grade reading curriculum was the reference from chapter 5 that there were no mentions or illustrations of same-sex relationships or lesbian, gay, bisexual, or transgender people. It was noted by Frank (1987) that, “The silence around heterosexism and heterosexual privilege must be broken.”

It must also be noted that there is no mention of multiculturalism within the Alabama Course of Study. However, standard 4.8 comes the closest with this standard, “Compare and contrast the treatment of similar themes and topics (opposition of good and evil) and patterns of events (the quest) in stories, myths, and traditional literature from different cultures” (ALSDE, 2013). It must also be stated that only one of the seven teachers interviewed knew that standard 4.8 was the closest reading/language arts standard to the ideals surrounding difference, diversity, or multiculturalism.

V. In-Depth Content Analysis: Critical Perspectives

The next section of the results and findings that will be reviewed is the in-depth content analysis section. The Content Analysis included a total of twenty coding questions that were designed to reveal manifestations of ideology, hegemony, and privilege. The twenty coding questions were divided into five sections based on question relatedness, similarity, and relation to the theoretical underpinnings of CMC

A. Ideology

Hard Work and Perseverance

Different types of ideology have been identified in the analysis of the fourth grade reading curriculum. In this analysis, I discuss and provide examples of the ways, for example, that capitalist ideology, liberal ideology, and racial ideology manifested in the fourth grade reading curriculum. Under the umbrella of capitalist and liberal ideology lies the undercurrents of character education traits which are intended for moral development and strengthening the core values associated with societal dominance and rule following. The character education traits identified in this content analysis include honesty, hard work, acceptance, friendship, perseverance, and responsibility. These character education traits are manifested through both capitalist and Liberal ideology. The ideas of ideology and character education development are supported by the philosophical concepts of Karl Marx and Louis Althusser, among others. Ideology becomes part of a person's inner most beliefs and demands, even subconsciously, that all that share an ideological belief conform to the demands set forth from the very essence of the belief. The immersion in character education promotes the ideas and beliefs that the dominant powers prescribe for all of those that are subject to the commands and control of the dominant powers—an ideological hegemony that is promoted and exists with the dominant culture and exhibits itself through the actions of the sub-groups within society.

The merging of Liberal and capitalist ideology is related to such ideals as *individual* control over *economic gains* through self-promoted means of control and the struggle to stay ahead and maintain or grow economic power that, in turn, enhances one's individual freedom. Capitalism is a type of rivalry that promotes competition in the free market. It is all about economic freedom which, through ideology, becomes coterminous with individual freedom. One is, thus, more free to consume, consumption being the overriding ethos of capitalism. The fourth

grade curriculum is either intentionally or unintentionally, replete with examples of reinscription of capitalistic ideological beliefs that cannot be separated from one's inner logic.

In chapter 5 I reported that thirty-six of the reading selections were associated with character education traits and tendencies which are viewed through the lens of capitalism. Character education is the purposeful teaching to students a morality lesson through various means in the hopes of transferring accepted ethical behaviors into actions. The specific traits identified in the readings were acceptance, friendship, hard work, honesty, overcoming adversity, and responsibility. In chapter 5, I reported an example of hard work and responsibility in the reading selection *Homesteading*, where rugged individualism are noted through the harshness of physical hard work which is combined with notions of responsibility. Another example of hard work is from the story *Mighty Jackie: The Strike-Out Queen*. In this story Jackie is a female baseball pitcher. In a segment from this story, Jackie's father is encouraging her and helping her practice her pitching and in the story the author makes special mention of hard work. "He (Jackie's Dad) told her she could be good at whatever she wanted, as long as she worked at it. And Jackie worked at baseball. She worked hard." She also persevered and perseverance was exemplified in many of the reading selections. In *The Little Fly and the Great Moose*, for example, the character of a fly had to drive away a moose from the drinking water so the animals would not run out of water. Even though the fly was very small and the moose was large and strong, fly persisted and did not give up even though the odds were against him. The fly endured and was eventually successful.

On the one hand, this is counter-hegemonic in the sense that bigger and stronger don't always win. In Jackie's case, she is a female pitcher in a traditionally male context. So, this could

be an example of challenging traditional gender stereotypes. On the other hand, the author stresses how hard Jackie has to work, almost as if she has to work 'extra' hard to do what a male can do. While this may or may not be physically accurate, it tends to reinscribe gender stereotypes. Hard work is theoretically a good trait that benefits the individual and the group. What is hard work and how is that quantified? Is hard work the same no matter what the gender? Later, in the same segment the story goes on to 'quantify' Jackie's level of hard work or what hard work meant to the author and characters in the story. After the quote, "She worked hard", it goes on to state, "She practiced pitching till it was too cold and too dark to stay outside. She threw balls until her shoulder ached and her fingers were callused. She pitched until her eyes blurred over and she couldn't see where she was throwing. But it didn't matter, her arm knew." This is an excellent opportunity for critical multicultural analysis, if the teacher guides and facilitates the students in that direction. On the surface, the story tends to give the impression of counter privilege and challenge ideology and hegemony. However, is it simultaneously reinscribing gender discrimination and traditional gender roles in which women have to work more than males do and with enough hard work, and males allowing females the opportunity to participate in traditional male roles, females can do anything they want to do...if certain criteria are met? Further, returning to the notion of Liberal and capitalist ideologies, the story is a "pull yourself up by your bootstraps" tour de force. After all, even as baseball is a team sport, there is precious little "team" orientation in the story. The character will be successful or not by and of her own effort. The collective, as it commonly cast in capitalist in traditional liberal ideology, is irrelevant to her success.

On the other hand, critical teachers might juxtapose Jackie's story with that of the selection *The Three Little Pigs Revisited*, associated with the character education trait of responsibility. The main concept of the story was about the goodness of being responsible by recycling and taking care of the world. For example, when the narrator says, "The second little pig collected aluminum cans. He built his home by stacking the cans together." The story goes on to give examples of how the three little pigs recycled and took care of their environment. Perhaps this story could be read as challenging the dominant individualist ideology by stressing to the readers a level of community responsibility that is a good thing and can empower students to take ownership of their world around them.

Another example of a story representing the character education trait of hard work (of which there were seven) is from the story, *Justin and the Best Biscuits in the World*. This same example can be viewed as an example of challenging gender stereotypes. This story is contains only African American characters and surrounds the topics of hard work and gender. In this instance it would be redundant to utilize this example later when discussing gender therefore, this example serves various aspects of ideology; specifically the character education trait of hard work and the notion of gender roles and stereotypes which is associated with privilege. The main character, Justin, lives with his mom and sister in the city. Justin is struggling with his conscience about completing tasks and doing chores. The story goes on to show how upset Justin is. Justin struggles with doing tasks that is referred to as 'women's work.' In the beginning, Justin feels like he cannot do anything right, "...at least not the things his friend Anthony calls "women's work." The story states that Justin is so upset at not being able to complete certain tasks that he starts to cry. This exemplifies the character education trait of hard work in that it is

expressing to the audience that you only feel good when can complete tasks and work. Note that it is not my intent to argue that hard work is a bad character trait; it is to consider how, without critical interrogation, such teachings can serve to reinscribe particular ideological foundations. In this particular story, there is, again, some level of critical engagement. Knowing that Justin is very upset at not being able to complete certain tasks, Justin's grandfather invites him to visit at his ranch where he lives alone and does all of the work. At one point, after many examples of Justin's grandfather completing various tasks, Justin asked his grandfather, "Grandpa, you think housework is women's work?" After a little going back and forth between the characters, Justin's grandfather tells Justin that he doesn't think housework is women's work. Even later in the story, Justin's grandfather states that, "It doesn't matter who does the work, man or woman, when it needs to be done." This is an example of challenging the notion of gender stereotypes concerning housework being viewed as something that a woman does. Justin's grandfather is trying to show Justin by example that work is work and we should all complete it to the best of our abilities.

However, if one wanted to look a little deeper into the story, Justin's grandfather lives alone. Why would the author make Justin's grandfather a widow? The story tells at the very end that Justin's grandmother had died before he was born. Could this possibly be reinscribing the status quo of gender roles? It's almost as if a job is a job and work is work no matter who completes it, that is, when there is no choice. Justin's grandfather is teaching Justin to complete these chores at home, even though Justin lives at home with females. However, would this lesson of hard work and challenging the gender work stereotypes if there was a female who could do the work at Justin's grandfather's house? It seems like it is easier for the author to challenge

gender stereotypes of household chores being ‘women’s work’ when there are no females around. This seems to fit into reality and hegemony concerning this topic more clearly. It is as if the author is teaching a good lesson about hard work and not categorizing work as male or female type work, but with a safety net of the dominant view still being preserved.

Another example of the character education trait of hard work is displayed in the selection, *Surviving on the Prairies*. The story details how hard life was during this time period and how proud the people who worked and lived on the prairies were. This is exemplified in the quote from the story, “The settlers quickly learned that it took a great deal of hard work to make a life on the prairie.” From the perspective of CMC, this tends to promote the character education development that benefits the dominant group’s hegemony by stressing that hard work is good, it pays off, and everyone will be proud of you when you do work hard. This develops an underlying notion that hard work is desired and can never be negative. Students should be given the skills necessary to be able to differentiate between the motivation and the intended outcome and ask themselves why these are present. While not many people would disagree that hard work is beneficial to the group and the individual, ensuring that students are able to question and challenge why specific character education traits are ‘good’ is important to developing a critical nature in students. Having students know the motivation behind such character education traits is exactly what is necessary in order for the students to be able to critically analyzing the societal institutions and the reasoning behind the promotion of character education traits in general.

A good case in point here is another example of the character education trait of perseverance included in the selection, *Sequoyah’s Talking Leaves*, “Finally, after many years...the Cherokee language could be written down.” It is important to note that in some

instances the character education trait of perseverance is coupled with the character education trait of hard work. The character trait of perseverance can benefit the ideology of a person, but can simultaneously benefit the hegemony of the dominant group, especially when the objective is something that benefits the group. In this instance, Sequoyah is persevering to develop a communication method by developing a language that would benefit his dominant group (the Cherokee Indians) in the hopes of not falling prey to the white man's efforts to overpower the Native Americans and gain control over their land. An interesting side note is that in this reading selection at the end it did tell the audience that the American government recognized Sequoyah's efforts towards developing a Native American system of language. To express the recognition for this accomplishment, the American government named a national park after him. The Sequoia National Park in California was named for Sequoyah and his efforts in 1890. This can be seen as an example of appreciation for the efforts of a great Cherokee Indian Chief, as well as, a possible example of managed multiculturalism. Notice that the recognition here probably occurs because it is ideologically safe since Sequoyah is recognized for his perseverance and hard work. From the point of cultural hegemony, we might also consider Sequoyah "safe" to the extent that he can also be seen as bringing Indians into civilization. When and where such stories become unsafe, we tend not to teach them.

Another example of the character education trait of hard work which benefits the hegemony of a dominant group is through the hard work displayed by the characters in *Discovering the Atocha*. Even after searching for the buried treasure for 16 years, they continued to search and work very hard to find the treasure, and it paid off. This story also simultaneously exemplifies the character education trait of perseverance. These people show that when you stay

focused, keep the goal in mind, and most importantly, never give up, success can happen. Teaching the character education trait of hard work, coupled with perseverance, can instill feelings of power over situations and a work ethic that remains true to accomplishment, which are all beneficial to the individual. On the other hand, the character education traits of hard work and perseverance ‘keep the carrot dangling’ to a certain degree and benefit the goals of hegemony which promote finishing a job, strong work ethic, encouraging people to work hard no matter what happened and it will eventually pay off. In this case, the reward is completely pecuniary and achievable if everyone is left alone to do their work. One is free to work and succeed or not work and, therefore, not succeed. Note that such a binary is crucial to capitalist ideology, legitimating socioeconomic stratification with one’s place therein at his/her discretion. Structural barriers need not be (and cannot be if the ideology is to maintain) considered.

Acceptance and Friendship

It was reported in chapter 5 that the character education trait of acceptance was noted. Acceptance was associated with seventeen selections in the fourth grade reading curriculum. The character education trait of acceptance is exemplified through the story *Hewitt Anderson’s Great Big Life* when other characters in the story finally accepted that the main character’s small size and stopped trying to change him and make him more like everyone else. In the end of the story, Hewitt’s parents were locked in a room with a burning oven, and Hewitt climbs in the key hole and saves the parents and the doctor who has been trying to ‘cure’ him. It is then that the characters all appreciate Hewitt the way that he is, after he saves them. This is exemplified in the quote, “For his parents realized that big or small, either is best of all!”

From the outlook of CMC, the character education trait of acceptance can be viewed from multiple perspectives. Hewitt's parents are giants and he is miniature. The entire story revolves around Hewitt's parents trying to make him 'normal', which would be in their opinion a giant like them. Another perspective of acceptance is a beneficial element for hegemony of the dominant culture so as to keep peace among the masses. On the other hand, Hewitt's parents and the doctor only accept Hewitt after he has rescued them. Would they have ever stopped trying to 'cure' him of being miniature if Hewitt had not have saved them? This seems to teach a lesson of acceptance that comes with a price. This approaches acceptance from the angle of quid pro quo. I will accept you, if you have benefit for me. That self-serving motivation does not follow the moral code that is closely associated with the intentions of the character education program.

Another example of the character education trait of acceptance is represented in the selection entitled *My Japanese Sister*. The story tells the reader all of the benefits of having a foreign exchange student from Japan live in the United States with them. Towards the end of the selection, it reads, "Yuu was like a sister to me. Still, I think more people should have foreign exchange students. You could have a friend, or a sister, for life." This is promoting acceptance, as well as friendship and as I will explain further cultural assimilation. The author is encouraging the acceptance and friendship of this girl from another country into America and into her personal home. The selection is narrative non-fiction so it is spoken from the author's voice. The author is a female because at one point the author discusses the kimono that is given to her by the foreign exchange student. This lesson about acceptance is 'good' and well-intended. However, a few points to bring out include the fact that it was a female speaking about a female foreign exchange student, which may fit into typical notion of acceptance being something that females

are more likely to participate in, especially with other females. A note here about cultural assimilation, there is a picture insert in the reading selection of the Japanese foreign exchange student and she is Americanized in her dress and attire. As in the previous story, does acceptance, then, become a matter of the “other” becoming “normal?” This could also be viewed as American privilege, when Americans have either conscience or unconscious idea or feeling that American culture is superior and we are doing a ‘good deed’ by helping those who are non-American by showing them the ‘right’ behaviors and customs. However, as far as fourth grade students, they independently may view this selection on the foreign exchange student from Japan a good thing that people should consider doing. It is not until the teacher or facilitator uncovers other possibilities by initiating the critical analysis of this reading selection that other meanings can be derived.

Another example of the character education trait of acceptance in the fourth grade reading selection as reported in chapter 5 comes from the story entitled *Danitra Brown Leaves Town*. This story also demonstrates the character education of friendship simultaneously with acceptance. Zuri, the main character, is upset about her best friend, Danitra, going away for the summer (findings concerning this selection and the issue of gender stereotypes, specifically concerning how gender affects how one handles emotions will be discussed later in this section). When Zuri is without her friend, another girl (Nina) approached Danitra about the possibility of playing together. This selection is a narrative poem and the title of this section is *Noticing Nina*: “One day Nina from the neighborhood said she wondered if we could play a little handball. I’m famous for the game, but I never knew that Nina liked it too.” This allows you to take a glimpse into the character education trait of acceptance of others. The selection also shows the character

education trait simultaneously of friendship because towards the end of this poem it states, “I’d never noticed Nina before, Maybe the summer won’t be such a bore.” This leads the reader to imply that Nina and Zuri will remain friends, at least for the summer. Another interesting thought about this selection is that it seems to me that there could be some underlying intimidation or stereotypical girl bullying or intimidation going on in this section. The reason this comes out to me this way is that Zuri says she is ‘famous’ for handball and Nina is from the neighborhood so she probably knows that (that might be why she asked her to play handball) and why has she never been invited or asked to play (because Zuri also states that she didn’t know that Nina played handball) and why is Nina now comfortable and/confident to ask Zuri to play when Danitra is not around, However, this could be that for some reason is shy around Danitra. The underlying message I get from this particular session is that Zuri has the power in this relationship between Zuri and Nina. The exact reasoning behind it may not be intentional, even by the author; however it does send a message to the reader about the dynamics of one-sided power in female relationships.

The research indicated in chapter 5 that eight of the stories were associated with the character education of friendship. One example of this is included in the selection *The Hot and Cold Summer* when the friends stick by each other even when one breaks his leg and cannot do all of the exciting things they had planned for the summer. The other friends, even though they have many activities that they have planned on doing, decide to stick with their friend and do things that do not involve physical activity. A quote that exemplifies this is when Rory (one of the main characters who is injured and cannot participate in physical activity) is telling his friend he can’t go swimming or anything and his friend replies, “No...I did plenty of swimming at

camp.” This exemplifies friendship and shows that being a good friend means and being there for one another during difficult times. Friendship is, in and of itself, unproblematic, of course. However, how the responsibilities of friendship get framed is important. Here it is important to note that this selection contains the only reference, however limited, to any type of disability (whether permanent or temporary). As their friend now has a temporary disability it is the responsibility Rory’s friends to engage in activities in which he can participate. This is noble enough. However, the characters never mention accommodations or alternate means of still participating in the physical activities that they must now avoid. This reinscribes a hegemonic notion of normalcy, as did the story about Hewitt discussed previously, that is highly problematic and potentially devastating to any students who might be either permanently or temporarily disabled in any manner. There are many accommodations that can be made for students with various physical needs. Those accommodations need to be seen as an option for students, whether they themselves have physical needs or not. This story in no way reveals the ways that our society is disabling, requiring, instead, adjustments upon individuals with disabilities and, in this case, their friends.

Another example that is associated with the character education trait of friendship was demonstrated in the supplemental selection *Secret Talk*. This selection showed the two friends (male and female) who met under a tree and spent time together in their special place. From the perspective of CMC, this display of friendship is good for the individual and tells students that the friendship is something that is desired in society. On one hand this story seems to exemplify friendship among gender lines because it is a male and female who meet and have their ‘secret talk’ but on the other hand, this seems to reinscribe the notion that males and females cannot be

traditional friends. The actions by the characters imply that they are somehow romantically linked, which is noted in the followed quotes from this poetry selection, “We walk through a field and stalk a bird and chew a blade of pungent grass.” The poem goes on to reveal romantic undertones like, “...we meet and greet each other without a word.” Besides the heteronormativity of the story (that goes unbalanced throughout the series), the idea that males and females cannot be friends is the impression given to the audience.

Honesty

Five of the reading selections were exemplified with the character education trait of honesty. This is exemplified in the story *Juan Verdades: The Man Who Couldn't Tell a Lie*. Even the title of the story suggests that the character education trait of honesty will be the topic of the selection. The main character of the selection, Juan, who was a long-term employee, was placed in the middle of a bet between two ranch owners who each wagered their ranches to see if Juan would tell the truth. Juan's boss states, “I'll bet my ranch against yours that you can't make my foreman lie to me.” Juan does end up stealing all of the fruit from his boss' famous fruit tree, but tells the truth to his boss about it. The story demonstrates Juan's honesty, loyalty to his boss, and his conscience. At one point when contemplating what to tell his boss, Juan states, “...he realized there was no way he could tell a lie. All day long Juan worried about what he would say...” (*side note: This story also teaches about people who try and 'test' a person's character and the dangers of that and there is also an underlying gender issue that will be brought out below in this section.*) The lesson for students is about honesty. But is there a lesson meant or to be had about the exploitation of Juan as the object of a bet? More broadly, then, is there a lesson to be had about the kinds of choices available (or not) to Juan as one who must sell his labor power for

his livelihood? Is there a lesson about the power difference between Juan and his boss? To the extent that none of these latter questions is raised, capitalist ideology is served.

Furthermore, it needs to be stated that concerning the character education trait of honesty, the lessons are not only about telling the truth but also about being mindful when others may be lying to you and who is or is not seen to be a liar. For example, in this story (*Juan Verdades*” *The Man Who Could Not Tell a Lie*) the point when the two ranch owners make a bet to ‘trick’ Juan or make him prove his honesty. One of the ranch owners says, “There was never an employee who didn’t lie to his boss. I’m sure I can make him lie.” This type of lesson was also demonstrated in the story *Hard Cheese*. While both stories teach a lesson concerning honesty, they also convey messages about looking out for others who may be lying to you – except that the bosses lying to Juan and the ranch owner’s daughter (Araceli) manipulating and seducing Juan into stealing for her so her father would not lose the bet – are not seen as liars, only Juan, speaking to the need to analyze differences in power.

Perhaps, however, the critical engagement necessary here can be found in the story entitled *Hard Cheese* when the character of the fox uses false flattery (type of dishonesty) to distract the crow into dropping his food and the fox eats it. The fox tells the crow, “How I would love to hear that mellifluous voice of yours. The crow, so overwhelmed with flattery, felt a helpless urge to sing.” This is when the cheese falls and the fox eats it...just as the fox predicted. The lesson for the crow is that when one is gullible and easy to manipulate, unfortunate things can happen to them. This is associated with honesty and the goodness associated with honesty. The crow’s sense of overarching vanity cost him his food. This story also speaks to notions of egocentrism and self-centeredness. This lesson is timeless and displays the negative aspects of

dishonesty and selfishness. It also stresses to the reader to have dislike for the fox who is the liar and manipulator in this tale. Are Juan's bosses and Araceli foxes?

B. Hegemony

Cultural Hegemony

In chapter 5, I reported that twelve of the reading selections included the presence of diversity. Diversity is shown in several stories like *The Hot and Cold Summer* which have characters who are friends from different races, *Danitra Brown* which contains all African American characters, *Pedro Puts on a Play*, which is a story about a Mexican family, and other stories that contain characters from various places rather than American. This also pertains to stories like *Weaving a California Tradition* and *Wonder Weaver* that explain the cultural heritage of specific groups of people. Each of these stories displays diversity to some degree.

I also noted that twenty-three, of the readings were found to show non-diversity within the reading selections. This was exemplified in the stories *Mighty Jackie: The Strike-Out Queen*, *The New Kid*, *On the Banks of Plum Creek*, *Hats Off to the Cowboy*, *The Stranger*, *The Case of the Too Hot Apple Cider*, *Because of Winn Dixie*, *The Bunyans*, *John Muir and Stickeen*, and *John Muir: Extreme Explorer*. These stories are filled with characters that show no diversity and completely are immersed in the dominant culture. As such, they can lead to the idea that cultural assimilation is expected and beneficial.

In Chapter 5, I reported that four of the stories were associated with cultural assimilation. This is illustrated by the story *Amelia's Garden*. The American main character, Amelia, wants to unite all of her foreign friends and make them assimilate to the American culture by building a common garden and experiencing things together to make them all friends. It was evident that

Amelia felt this way when she stated, “Amelia studied what made people different. She decided people were not all alike. They only thought they were.” The level of colorblindness and indifference that Amelia showed for other cultures demonstrated the dominant view and the hegemony of the mainstream culture by wanting cultural assimilation and unity, either willingly or not. From the perspective of CMC this shows the power and control the American culture seems to have over other cultures and in order for people to be successful, in this case with a garden, they must adopt the ways of life that are valued in the dominant culture.

Another example of cultural assimilation reported from chapter 5, was exemplified through the story *Pedro Puts on a Play* when Pedro feels upset that he has to discuss his cultural heritage for a classroom assignment and wants to fit in with his American classmates. Pedro is very upset and distraught about this because he does not know what to do that would show his Mexican heritage. The story did not demonstrate that any other student had any difficulties with this classroom assignment. It was thought the author of this story was trying to incorporate multiculturalism by having the character of the teacher assign a multicultural assignment, however it comes across when analyzed critically that Pedro has assimilated so much so that he cannot even identify with his Mexican heritage any longer. This is exemplified when Pedro states (after his family notices something is bothering Pedro at the dinner table), “Mrs. Lloyd (the teacher) wants us to give a presentation about our family’s cultural heritage. I don’t have anything to share.” With help from his grandfather, Pedro did present a puppet show about his Mexican heritage at the end of the story that is akin to a kind of “Taco Tuesdays” diversity that is safe. This benefits hegemony in that the cultural assimilation promotes desired control over

various groups of people in a subversive method that does not elicit worry or concern by the minority group.

B. Privilege

The findings from chapter 5 indicated twenty of the reading selections are associated with privilege. Specifically, the privileges revealed in chapter 5 include American privilege, white privilege, and male privilege. A combination of American privilege and white privilege is exemplified through the story *Kai's Journey to Gold Mountain* when Kai, a Chinese boy, is kept at Angel Island by Americans and the treatment he receives while he is there which is like a prisoner. Kai, and the other immigrants are kept in cells, watched by guards, and only allowed outside at certain times of the day to a small yard that is surrounded by a "...high, metal fence topped with sharp, pointy wire. At one point the character of Kai states, "Kai didn't dare smile in the presence of the white men..." The character, Kai, was being interrogated by American white males. It is hard to separate these types of privilege from one another. From the perspective of CMC, this story represents the greed of the American culture and backlash against the Asian immigrants who worked for low pay. Kai was held on Angel Island until an interrogation was conducted to ensure that Kai's father was a U. S. citizen. This story displays economic power and control designed by the American people over Asian immigrants.

White privilege was also demonstrated in the reading *So You Want to be an Inventor*. The majority of the inventors portrayed were all white. Out of 28 total inventors presented, only one was not white. This becomes part of a hidden curriculum reinforcing white supremacy, benefitting the hegemony of white culture and the dominance that still exists. It demonstrates to the readers that important inventions mainly come from white males. This could give students an

opportunity to analyze in a critical manner why this is demonstrated in this manner and the factors associated with this occurrence.

White privilege is also represented in the story *John Muir and Stickeen*. He is a white male and there are two stories about him out of the sixty total stories. The stories describe his opportunities to explore and roam around and he depends on the kindness of strangers to feed him and give him the essentials he needs to be able to continue to explore. This privilege may not be available to non-whites. This example demonstrates the unearned privilege of those who are white. Male privilege is also illustrated in the stories about John Muir. *John Muir and Stickeen* and the story *John Muir: Extreme Explorer* displays various stages of privilege. It is apparent that the privileges by this explorer can only be experienced by a male. It is also evident how important this is because two of the selections were only about this one white male. Apparently, this is important enough to have two stories about this explorer. The reasoning behind this can be seen as it is because he is a white male. This is embodied in the story *The Bunyans*. Paul Bunyan's heroic status is magnified into an enormity that is evidenced in the fact that this hero is male and is exacerbated due to his being American and white as well. Paul Bunyan and his family are celebrated by the enormous stature that they hold. This is viewed through the critical lens of multiculturalism as a means to promote the notion that white males are heroic and this plays into the hegemony of the dominant culture. This is epitomized in the readings through the stories *The Bunyans*, *John Muir and Stickeen*, *So You Want to be an Inventor*, *Discovering the Atocha*, *Firestorms*, and *Hats Off to the Cowboy*. In each of these stories the male figure is the hero and his accomplishments are evident in the story. From the perspective of CMC this displays the hegemony of the male culture which is celebrated and

given high status and control. Another example of male privilege is noted in *The Hot and Cold Summer* the males in the story make all of the decisions concerning the friendships and activities that are conducted. When one of the male friends becomes friends with a female it is looked at as a temporary situation until the other male friend returns. This fits into the societal belief that males make all of the decision and maintain control in all relationships. Rory even takes control of the money that he and Bolivia make from selling lemonade. At one point he states, “We still haven’t even come up with a good way to spend the money.” Rory is including the other male in this decision, but not the female.

Gender issues, gender stereotypes, and traditional gender roles, which are under the umbrella of privilege, are apparent in twenty-five reading selections. These are examples of privilege and are exemplified through the supplemental selection *The New Kid* when the neighborhood boys are all debating whether or not they should allow the new kid in the neighborhood play baseball with them and the reason for the debate is that the new kid is a girl. From the perspective of CMC, this shows the dominant culture, male privilege, and the level of privilege that exists concerning gender stereotyping what is accepted and allowed even from the viewpoint of children. This reinscribes the status quo of privilege as far as gender stereotypes and allowable group or individual behavior. This is shown in the quote from the story, “But she’s as good as me, Dutch, Pee Wee, or Earl, so we don’t care that the new kid’s a girl.”

Another issue of gender is shown through male dominance and was identified in the story *On the Banks of Plum Creek* when the survival of the family, crops, and livestock depend solely on the male figures and the women are presented as being helpless. At one section, it was stated that, “...I might have known you wouldn’t let that happen.” This is referring to Pa allowing the

wagon to fall off of the cliff which was almost out of a normal person's ability to control...but not Pa's. From the perspective of CMC, this reinscribes the status quo concerning male privilege relating to work and accomplishment. Thus, this further illuminates to the issues of male privilege through gender stereotyping. It stresses that males are above humanness to a certain degree and is the protector of all. This speaks to maintaining the dominant culture's hegemony as well as the individual's ideology.

The majority of the sixty stories were associated with male power. Many stories had evidence of these findings which are supported by the ideas of McIntosh (1988, 1993, and 1994) on privilege. The findings from question one (what kind of person is this curriculum designed to develop), 3.33% of the readings were related to male dominance. This is demonstrated in *On the Banks of Plum Creek* when the two girls have to seek help from a boy to help them complete some physical work of watching the cattle. "Johnny! Johnny!" Laura screeched "Wake up and watch the cattle." From the perspective of CMC, this reinscribes the status quo concerning females are weak and need help from men. This was also represented in the reading story *Mighty Jackie: The Strike-Out Queen* when she is intimidated by the males and is the only female present in the story. Jackie is almost looked at like a joke with no credibility. This is magnified throughout the progression of the story. From the perspective of CMC, Jackie is viewed as not as competent or capable as her male counterparts. This fits into the societal dynamics of male dominance and control. At one point when Jackie is on the mound pitching to Babe Ruth, the narrator states, "Babe Ruth glared at the umpire in disgust. He told reporters that's be the last time he'd bat against a woman!" Earlier, it stated that Jackie would swing, "...a mean lipstick..." This epitomizes the mood of the story; women are laughed at in this story.

Teacher Interviews

The results from the findings concerning CMC from the teacher interviews reveals similarities, differences, or interesting findings associated with the teachers and their impact on a critical multicultural environment for students. From the perspective of CMC, demographic and background information, including race of the teacher and race of the student, does impact the connections, perceptions, outcomes, and development of the educational processes that exist within the classroom setting. According to Ehrenberg, Goldhaber, and Brewer (1994), "...a teacher's race, gender, ethnicity...influence teachers' subjective evaluation of their students..."

In chapter 5, the results indicated that all of the teachers reported that their philosophies of education focused on student success. Student success, according to Ms. N, is summed up in this quote from the interview with her, "I want all students to be successful regardless of limitations they feel like they have. I don't want them to feel like they have any weaknesses. I want my classroom to be a safe place with no pressure." It must be noted that there were no indications from any of the interviews that student success has anything to do with the goals of CMC. However, even though the teachers interviewed did not allude to students' success having any ties to the goals of CMC, it does not mean that these goals cannot be met inadvertently. From the perspective of CMC, this focus on the teaching and learning process with the students in the center promotes an environment that is open for critical analysis. Critical analysis requires attributes such as, allowing student choice, place the learning paramount and not the instruction, inspiring students to be completely engaged in the classroom and the teacher being the facilitator, time in the classroom for students to talk, write, read, share, and engage in meaningful activities that are connected to the world outside of the classroom.

All of the teachers believed that concerning the current state of affairs in education were not in their control. From the perspective of CMC, this reinscribes the current status quo that stresses that only the people in control and power can make any positive or needed changes within a large organization.

When referring to the possibility of having an open discussion about multiculturalism in the classroom setting, two of the teachers said they believed the parents reaction depended on the topic, two said that they didn't think that the parents would not allow that type of discussion, and one of the subjects believed the parents would allow that type of discussion in the classroom. From the perspective of CMC, the teachers' feelings of avoiding discussions about multiculturalism coincide with the high level of political correctness that exists within the dominant culture and the hegemonic aspects of ignoring race and ethnicity and remaining "colorblind." To pretend that race is not an issue only reinscribes the status quo. Many of the readings in the fourth grade curriculum that was the sample for this research do allow for opportunities for critical analysis of multicultural issues of race, gender, and ethnicity. However, without the teacher's willingness to promote dialogue and the teacher's recognition of the need to conduct critical analysis of reading selections in order to enhance the critical nature of the thinking and evaluation that needs to exist in the classroom many of these opportunities are squandered.

It was noted that four of the teachers believed that multiculturalism is not covered very well in the curriculum and that five of the teachers stated that something other than the reading series and/or reading curriculum was the most influential factor involving multiculturalism. It was also noted that given a rating scale from 1 -10, with 10 being the highest, the teachers were

asked for them to rate the level of multiculturalism that is offered to fourth grade students via the current reading curriculum. The average rating that the teachers gave was a 5.3. From the perspective of CMC, the teachers' ideological beliefs seem to lead to them accepting the curriculum as it is. The teachers were depending on the existing curriculum to satisfy the needs of the students concerning multiculturalism instead of looking at finding more resources that could supplement the curriculum.

In chapter 5, I reported that approximately three of the teachers stated that the CMC was above the basics of multiculturalism. From the perspective of CMC, the teachers may not be able to participate in active students engagement concerning CMC due to the misunderstandings associated with the meaning. This may also lead to confusion or lack of true clarity which may inhibit the opportunity for authentic CMC goals to be explored.

The reported findings from chapter 5 indicated that three of the teachers stated that they did not believe race and ethnicity were addressed adequately in the fourth grade reading curriculum and four of the teachers believed the current reading curriculum does an average to a little less than average job in addressing issues of gender. From the perspective of CMC, this may affect the teachers' ability to engage in meaningful instruction concerning multiculturalism, issues of race, ethnicity, and/or gender.

As indicated in chapter 5, three of the teachers knew Alabama Course of Study or the College and Career Ready Standards that addressed the topic of multiculturalism. From the perspective of CMC, knowing the standards associated with multiculturalism is essential in being proficient enough to engage in CMC analysis.

Questions Answered

How does the fourth grade reading curriculum reflect the goals of critical multiculturalism?

It is apparent after this research that the current fourth grade reading curriculum utilized in this research study does not reflect the goals of CMC independently. In order for the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC the teachers would have to act as knowledgeable facilitators and guide the development of critical thinking and critical analysis with viable resources. Outside resources and stories with characters and storylines that provide problem solving and critical thinking opportunities which allow for meaningful dialogue and discussion are also needed to meet the goals necessary to provide opportunities for CMC.

Character education development was overwhelmingly the most influential aspect of the reading selections for the fourth grade reading curriculum. From the viewpoint of critical analysis, there is opportunity for the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC if the historical aspects, motivations, and real world connections are identified as areas of focus within the classroom setting. It is also essential that the specific areas of critical analysis within the readings are recognized by the teacher. The teacher must act as a facilitator in the classroom and prompt appropriate dialogue that aide in the development of critical thinking and critical questioning skills among the students.

To what extent do the reading selections promote critical analysis of the state of multiculturalism as presented in the educational setting that the students are exposed to?

Overall, the reading selections do not promote critical analysis of the state of multiculturalism as presented in the educational setting that the students are exposed to. The curriculum does not provide enough coherent material that contains opportunities for the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC. But, as evidenced by the interviews, this problem is exacerbated by teachers' inability or unwillingness to engage critically them. I have tried to note in the analysis above where opportunities for such engagement arise. Nevertheless, my interviews also indicate a lack of *critical* preparation on the part of teachers to do the reflexive work necessary to implement critical multicultural education, which leads to the final question:

How do the fourth grade reading teachers approach multiculturalism?

According to the findings in chapter 5, the fourth grade reading teachers who were used as the sample for this study all approached multiculturalism in only the most minimal ways. The teacher interviews resulted in findings that revealed that multiculturalism, ethnicity, race, gender, difference, diversity or other multicultural issues were not a curriculum focus or concern. The teachers seem to approach the reading curriculum with little confidence concerning the knowledge of the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC. The lack of confidence in the reading curriculum's coverage concerning CMC could inhibit the teacher's ability to do the following: plan effective CMC lessons, promote positive and appropriate dialogue experiences concerning the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC, facilitate learning in a manner that utilizes effective questioning that develops skills within the students who allow them the knowledge and background to challenge the status quo both inside and

outside the classroom, and ultimately give students the ability to connect their learning concerning the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC and connect that with authentic and real world experiences.

What kind of person is this curriculum designed to create?

This question was used as a overarching guide for this research. Ideally, there is no one or right answer to this question. According to the findings from this research, unless the pre-service teachers, current teachers, curriculum designers, and school leaders are purposefully engaged in actions for change concerning critical multiculturalism through training and dialogue the opportunities for critical analysis for students is not a priority. Silences need to be named, action needs to be taken, and then reflected upon (Freire, 1993). This allows teachers and school leaders to be comfortable exploring and critically analyzing curriculum and pedagogy. Ultimately, we will have teachers and school leaders challenging their own thinking and personal philosophies of education. Everyone speaks from their own reality. Therefore, when trying to answer this specific question, there should not be only one answer. Society does not exist in one reality or from one perception. Curriculum and pedagogy must be diversified and encourage critical analysis, and more importantly critical conversations. If not, the type of person created by curriculum and educational efforts will continue to be a replica of the dominant view – which exists in a cycle of reinscription. Only by examining motive and reasoning can we, as educators, begin to critically examine the curriculum that drives the teaching and learning process.

CHAPTER 7: CONCLUSIONS/IMPLICATIONS

Conclusions

This research project has been challenging, thought-provoking, and most importantly, meaningful. The contributions of this study will hopefully invoke significant dialogue that transcends into practical application and furthermore the needed changes for curriculum and instructional practices. The final chapter for this study is all about the conclusions and what does all of this really mean and how does this particular study affect the field of education. The overarching conclusion that stems from this research is that gaps exist between the core curriculum, the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC, and instructional practice concerning the fourth grade reading curriculum. This study allows the practitioners and the curriculum designers to see the facts about the literature that these particular fourth grade students are exposed to and the implications for reinscribing the status quo that is overwhelmingly still present. This study also shows the changes in the fourth grade reading curriculum and teacher application of the material that are necessary. The data from this research study shows that the curriculum can, and should, be improved to include literature that allows for the opportunity for critical analysis. The research also shows that teachers are generally not acting with the knowledge and capacity to utilize specific instructional strategies to implement the guidance necessary to promote critical analysis.

It is extremely evident, as noted by Joan Wink (2005) that critical pedagogy is interlinked between self and profession that the two become their own entity. Wink (2005) referred to Freire's philosophy of the teaching and learning process as the 'pedagogy of hope.' That is the power that is represented and conveyed through this research. The critical analysis of what is needed in the classroom setting that exposes students to the material, resources, and though provoking ideas that make them 'name, reflect, and act' (Freire, 1993) to what they see, feel, and interpret. Specifically, teachers and students must name the form of oppression or privilege in evidence. Taking developmental level into consideration, teachers might choose to not, for example, name racism explicitly for their fourth grade students even as that might be the principal point of the literature selection. For example, in the story "Justin and the Best Biscuits in the World, the notion of "woman's work" is certainly sexist. Here, even if the teacher should choose for some reason (typically to avoid controversy with parents) not to introduce the term sexism to her students, she must, nevertheless, name it as such for herself in order to generate her own reflection on the point of the lesson and the kinds of questions she must now ask of her students. This, then, would be the action. This includes the hidden interactions that exist within the curriculum as well. Wink (2005) also opened the door to the ideas associated with reading the world, and ultimately writing the world. That is the goal for students in reflecting and acting.

Critical multiculturalism has the theoretical underpinnings of ideology, hegemony, and privilege and these elements provide analytic power, bringing the abstract nature of the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC into a concept that can be identified and recognized by educators and practitioners. Critical multiculturalism is the ability to analyze and evaluate material, circumstances, events, and

situations in order to grasp the deeper level of diversity, difference, and multiculturalism that is presented or lacking such that the status quo can be challenged and social justice promoted. The ideal multicultural curriculum should include various opportunities for critical analysis of current curriculum. For fourth grade students a teacher should be present that has a knowledgeable background and working understanding concerning multiculturalism that acts as a facilitator and promotes deeper understanding to students. In order for true the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC to be present within the context of a fourth grade reading classroom, the curriculum must provide opportunities for critical analysis and the teacher must be able to guide the discussions and discovery of the students. Comprehending diversity is an essential element that students must possess in order for them to be able to understand that the world around them. Without this critical understanding of diversity, students who go against the dominate grain become “othered.” Indeed, this is the prevalent effect, as I have discussed, of vulgar multiculturalism: It fetishizes difference. The point of critical multicultural education is for students to recognize this process, reflecting on the social construction of normalcy through ideologically hegemonic relationships reinscribed through privilege.

A critically multicultural curriculum must engage students; promote critical thinking, and the ability to evaluate the ever-changing world around them. Curriculum that is sufficient in the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC should provide learning experiences to students that instill the ability to examine the ways that ideology functions and is reflected and reinscribed through societal norms, curriculum, practices, policies, etc. Critical thinking in this sense is not simply in reference to higher order

processing skills. Students should be able to effectively question the world around them and the curriculum that is presented to them as well. Evaluating their own knowledge and background while comparing that which they know to the presented curriculum and then ultimately applying this knowledge into the real world. Inner dialogue and being able to self-reflect about multiculturalism and the curriculum that represents the world is an important facet in the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC.

Students should be engaged and involved in owning information through self-reflection and self-analysis in order for students to be effective change agents. Inside a critical multicultural classroom, students need to be engaged in certain actions that promote inner questioning that eventually leads to actions. In this section, a juxtaposition of the reading classroom will be presented as to invite the dialectical nature of critical analysis for the students and to divide what the students are engaged in versus what the teachers are engaged in during a critical multicultural classroom. This example can be related to that of Henry Giroux's distinction between macro and micro objectives that McLaren (1989) and others have relied on to make the educational connections between the overarching goals of society and the more concise goals of the course content. Students need the connection to differentiate and connect between the behavioral objectives and knowledge that will be attained when the stated macro and micro objectives are presented. Practitioners in education need to be concerned with "...the representation of texts, and the construction of student subjectivity" (McLaren, 1989).

In a fourth grade classroom, the students would be analyzing the reading curriculum in a manner that would reveal the hidden curriculum and lead to a deeper understanding of themselves, others, and the world around them. My interviews with teachers indicate that this

was not happening in their classrooms. Let's take a look into what role the students and the teacher would be taking during a fourth grade reading lesson that was taking place in a classroom involved in the critical analysis of multiculturalism. Keep in mind, the goal of this research is to examine the existing curriculum and the teachers' perceptions of multiculturalism. However, even though improvements in the literature provided in the reading curriculum is necessary, critical analysis of the material that reinscribes the status quo can be conducted with the proper guidance and direction of the teacher. For this juxtaposition, the story *Mighty Jackie: The Strike-Out Queen* by Moss will be used. In the critical classroom the students would be prompted to review the illustrations, the existence of color, of differences that are present or not present, gender and other obvious factors that exist within the text and illustrations. The students would be encouraged to dialogue about this with their peers and maybe journal about their findings. It would also be important at this time for the students to be directed to identify the race and gender of the writer and the illustrator, as well as to keep in mind these details and how it may or may not impact the decisions in the text or illustrations. It is important also that the teachers understand their specific school within their historical context as to ensure the right context is taken and the approach is appropriate for each literature selection. The students should be exposed to the time period of the story, which for this example is the 1930's. Allowing the students the opportunity to explore the time period and the background of the sport of baseball during this time could help the students understand the motives and context in which the story was written. During this time of literature exploration, the teacher acts as a facilitator and guides the students into discovering the elements of the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC themselves. This type of self-discovery

would continue throughout the reading of the literature. Typical exploration of the text for this type of selection would include discussions about the gender of the baseball players and Jackie, the race of the players, the inclusion and exclusion of diversity. Quotes would be examined like, "...she would swing a mean lipstick...", "...you might as well have a trained seal behind the plate as have a woman standing there", "You throw like a girl (which was) an insult", and "...that would be the last time he'd bat against a woman!" It's important that the students have time to discuss, challenge, questions, and write about their findings. In other words, they need to name (sexism in this case), reflect, and act. The 'skill' that was the focus of the lesson, which for this example is story structure, could be immersed in the context of the guidance provided by the teacher. Story structure, along with many other skill type objectives, can be taught in other subject matter as well.

On the other hand, if the same lesson was explored in a classroom that was more traditional and continually focused on (either advertently or inadvertently) the dominant or main stream culture the interaction between the students and the teachers would be very skill oriented. The lessons would be teacher directed with lecture, reading the story content aloud, and memorizing the vocabulary word definitions. There would be no mention of diversity, gender, illustrations, or any thought provoking, politically 'incorrect' elements, or any meaningful dialogue between the students (or with the teacher). This second scenario is what currently exists in the majority of the fourth grade reading classrooms in the schools that were the source for this research.

Students will benefit from being able to recognize stereotypes that represent the views of the author and/or publisher, understand that reading selections may or may not represent "real

life”, recognize that all people should be recognized within the reading selections, be able to formulate questions and challenge the status quo, transfer ideas, thoughts, and new knowledge that utilize their critical thinking skills, apply the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC into real life experiences, identify what shallow levels of vulgar and/or managed multiculturalism, analyze curriculum and literature for elements of diversity, recognize mainstream culture and the “norms” that are associated with dominant groups, recognize that people of diversity and difference should be represented within the curriculum, express ideas and thoughts about the level of difference and diversity that exists within the curriculum and to ask questions concerning the treatment of people with difference, and examine the reasoning and motives behind what is included and not included within the curriculum.

The teacher, classroom, and school are a place where students cultivate an understanding and become prepared to think independently and develop questions concerning the curriculum. Certain aspects of a critically infused curriculum that focuses on multiculturalism are associated with the fundamental properties of multiculturalism which may be foreign to students in the beginning. However, continually exposing students to deeper levels of processing knowledge that causes them to reflect on their own beliefs and confront any sources of inner conflict eventually clarifies the critical nature of the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC. A glaring detail that needs to change is giving students what they independently need and not relying on remedies that supposedly ‘fix’ everyone. Teachers should strive to have students reach a level of what Freire (1994) referred to as *conscientization*, or “...the power when we recognize we know that we know...” Freire

(1994) also stresses a foundational element of critical pedagogy, which in turn is beneficial in a critical multicultural classroom, and that element is best described in a phrase used by Freire (1994), “There is no teaching without learning and no learning without teaching.” The teachers should guide students’ thinking through facilitated dialogue. Critical multiculturalism is important for individuals and for groups because traditional schooling reinforces extant inequitable social relations and educating students to fit into their place in society and the existing social and economic order. It educates them to accept arbitrary forms of social life as true. It reinforces dominant ideological constructs that become common sense occluding other ways of thinking about the world. Students need to be made aware that it is okay to ask questions and challenge the status quo, the status quo being inequality and dominant/subordinate relations of power. Thus, critical pedagogy must be about social justice, challenging oppression and economic inequality.

It may be an extended reach to expect that students will be exposed to a learning environment that offers all of the above mentioned criteria; however educators need to set high expectations for themselves and their students. It is evident that the curriculum alone cannot provide opportunities for the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC. The key to change is preparing teachers and administrators with the skills necessary to take a curriculum, add to it, and utilize effective questioning to enhance instructional opportunities and activities for students. From the study and the teacher interviews it was discovered that the curriculum is lacking in opportunities for the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC and the teachers do not approach the current fourth grade reading curriculum to meet the goals necessary

to provide opportunities for CMC, do not think about diversity, or act on diverse matters. The teachers have no guidance from the instructional leaders to the extent that they can be said to be speaking through the curriculum guides, pacing guides for the districts, and fourth grade reading standards which do not address diversity in a clear manner. The closest a standard came to addressing diversity was the Alabama Course of Study Standard 4.8 which states, “Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.” Only one teacher mentioned that she thought it was this particular objective, even though no mention of multiculturalism (especially the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC) was mentioned. It is demonstrated in the transcripts from the teacher interviews (See Appendix IV) that the teachers do not know how to approach issues of diversity or multiculturalism or do not feel capable or comfortable addressing such issues. Through the interviews, I discovered that until I brought up the topic of multiculturalism, it was never thought about and most definitely not acted upon or even shared that this was thought about. It is imperative that the teachers be knowledgeable about issues of diversity. Improving teacher knowledge can be done through improved pre-service teacher programs through intense multicultural courses and courses on diversity and difference, as well as, courses that give the pre-service teachers the skills to identify issues of difference and conducting critical analysis of such issues. Intense work needs to be done in the teacher preparation programs to address the problems. As far as the teachers in the field, that type of indoctrination becomes much more difficult. Ideally, it would need to be a district-wide initiative in order for all leaders, administrators, principals, teachers, and other stakeholders to be

involved. The public schools in Alabama that receive federal and state money are monitored continually for their progress of identified needs and the lack of critical analysis in the area of reading is a need that is apparent. This need can easily be identified in the Continuous Improvement Plan that each public school is responsible for in the state of Alabama that is receiving money from a federally funded program. Intense professional development for the teachers who are currently teaching is necessary. This professional development would need to be for every teacher, no matter what subject and no matter what grade level. The need for diversity and the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC needs to be done in a manner that involves everyone and needs to change the culture and climate in the school. The importance of changing the culture and climate of the school is necessary because all stakeholders need to have a vested interest in changes towards addressing diversity and multiculturalism that focuses on students 'reading the world' (Wink, 2005). The professional development would need to be job embedded and begin with the administration and teacher leaders. The change of a school's culture is difficult and it is a process that requires commitment and dedication to the purpose. However, under the proper leadership and guidance, an individual school or an individual teacher can make changes and participate in professional development that can increase the teacher's knowledge and capacity to engage the students in the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC. The professional development must be explicit and meaningful. According to Borko (2004), professional development can cause teachers to change their practices and increase their knowledge. Professional development makes us hopeful that true change can occur. Borko (2004) also notes that strong professional development communities

can increase teacher learning which speaks to the concept of maintaining a culture that promotes the changes that are desired in order for optimal results to occur. The professional development that is provided must be, "... (and be able to) effectively communicate the intended goals and uses of resources to prospective facilitators and provide support materials that will enable them to use the resources in the intended ways" (p. 10).

The evidence that there is growth in student development and understanding evolves from the changes that occur from within a student. It is the awesome responsibility to ensure educators are prepared to help guide students into becoming lifelong learners that have a desire to explore what they may not yet understand. Educators must equip students with the understanding and knowledge that there is always more to learn and give them the tools necessary so they are not afraid to do so.

The ideal multicultural curriculum should include aspects that allow students opportunities for critical analysis of multiculturalism. The curriculum should include characteristics that engage thinking and analysis concerning the world around them. Fourth grade students should possess traits that revolve around higher order thinking and problem solving that encourages them to question the world around them, both inside and outside the school setting. The school and classroom environment is a place where students develop understanding and become equipped to think for themselves, as well as, process knowledge and information in a manner that allows for questioning and evaluating.

The theoretical underpinnings for the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC, which include ideology, hegemony, and privilege, provide a basis for aligning standards of the current fourth grade reading curriculum to

meet the goals necessary to provide opportunities for CMC with the existing fourth grade reading curriculum. Students must possess characteristics of critical analysis so as to have the ability to evaluate their own knowledge and background with that which is offered via the curriculum.

Concerning ideology, the fourth grade curriculum should give opportunities for learning to the students that include details of critical analysis which promote thinking about the curriculum and the material offered to the students. The curriculum should also provide learning opportunities that encourage students with the ability to compare ideological beliefs to the curriculum and discern the validity of the curriculum. Ideally, a fourth grade student should be able to look at multiple perspectives and views that are age appropriate and evaluate, analyze, and reason through inner dialogue and thinking if the curriculum represents the world, broad views, narrow views, and equitable levels of multiculturalism that includes diversity beyond their own schema. The students should know that the world does exist with various levels of people and experiences that they may or may not have actually encountered but that does not mean they do not exist. Students who have been exposed to a critical multicultural curriculum should be able to encounter situations inside and outside of the classroom and question what is going on while being self-reflective. An example of this comes from the teacher interview data when I asked Ms. N if she would approach the topic of gender, race or a multiculturalism that came up in the story or avoid it. Ms. N replied that she might approach this, but indicated that this was not something she had done previously. The story Ms. N and I had been discussing prior to this interview question was *Mighty Jackie: The Strike-Out Queen*. There are many opportunities for exploration and self-reflection in this story. The main character, Jackie, is a female who is involved in the world of baseball, which is a male dominated sport. There are many derogatory

comments about females throughout this story, and there are only white characters throughout the selection. Those are topics that can be utilized for meaningful dialogue, as well as, self-reflection. Focusing on the theoretical underpinning of the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC through hegemony, students should be able to understand that the world around them includes many types of people with differences. Furthermore, that these people with differences may seem “unknown” to them but that have valid feelings, thoughts, and beliefs. Students should also be able to recognize mainstream culture and the “norms” that are associated with dominant groups. An example of this was seen in the results from Chapter 5 that indicated that twenty-five reading selections related to privilege were associated with gender issues and, more specifically, gender stereotypes. In the stories *Hot and Cold Summer*, *The New Kid*, and *Justin and the Best Biscuits in the World* the issue of gender stereotyping was apparent and most closely associated with female weakness or the reference to typical gender roles such as not good at sports or the one who does the housework. Teachers should call attention to these issues of gender stereotyping and the students should be made aware of the historical context and the reasoning behind the notions of stereotyping. The teachers should also facilitate meaningful dialogue with the students about this topic to increase their knowledge level and ultimately allow them the skills to be able to self-reflect.

The theoretical underpinnings of the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC through the view of privilege embedded within the curriculum should produce students who recognize that people of diversity and difference should be represented within the curriculum. Students should also be able to express

ideas and thoughts about the level of difference and diversity that exists within the curriculum and to ask questions concerning the treatment of people with difference. Examining the reasoning and motives behind what is included and not included within the curriculum is something a fourth grade student who is exposed to a critical multicultural curriculum should be able to do. For example, in Chapter 5, I indicated that the story entitled *Kai's Journey to Gold Mountain*, which was about Chinese immigrants and the cultural assimilation necessary in order for them to fit into American society when Kai's father is Americanized and insists Kai behave in certain 'acceptable' ways in front of Americans all which reflected hegemony. But, as I discovered in the interviews, teachers did not recognize this story as anything other than a historical lesson about Angel Island and they should have also included the motives behind Kai's father's actions, as well as, Kai's actions. This recognition of hegemony should have been introduced and discussed with the students. Furthermore, the students should have been guided into a discussion and a time of reflection concerning a particular occasion where they had to act or behave a certain way based on where they were, who was around, or certain circumstances that required this change in actions or behaviors. The teacher needs to guide the students into thinking about who was behind their change in behavior, was it them personally, their parents, their peers, and did they recognize that this was happening at the time. Also, students should have been challenged with effective questioning strategies that caused the students to think of why Kai had to behave this way, what did he have to lose, what did he have to gain, and then these same questions needed to be posed of the students so they can relate this type of hegemony that was demonstrated in *Kai's Journey to Gold Mountain* to their personal experiences. This will, in turn, transfer students' connections with the literature and their real world experiences. If

these types of connections and associations are made with students and the literature selections they will also be able to apply this to new situations. Eventually, students will be able to recognize this as it is happening to them or while they are witnessing this happen to others in real situations.

Often, it may be difficult to differentiate where ideology begins and hegemony ends, as well as, when privilege is just privilege without any influence or connection to the other elements of the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC. Therefore, some traits that students would develop from a critically infused curriculum that focuses on multiculturalism are highly correlated with multiple aspects of the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC. The following traits address skills that correlate with a combination of ideology, hegemony, and privilege. It is optimal for a student who has been exposed to the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC to be able to identify societal norms and stereotypes while reading age appropriate literature selections. Additionally, the students should understand that the reading selections, the specific characters, settings, illustrations, and stereotypes represent the views of the author and/or publisher and may or may not represent “real life.” Students who have been exposed to a critical multicultural curriculum should be able to recognize that all people should be recognized within the reading selections, be able to formulate questions and challenge the status quo. Students should also be able to transfer ideas, thoughts, and new knowledge that utilize their critical thinking about multiculturalism into other areas of curriculum and be on the road to being

able to applying the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC into real life experiences.

In order to get to the level of applying these necessary skills and abilities, students need to be exposed to thinking, given opportunities for critical thinking, dialogue, and problem solving. With the theoretical underpinnings of the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC as foundational components necessary for skill development; the students' experiences should include many elements that should have been present in the classroom. These experiences should include time and opportunities for the students to evaluate, critically analyze, and express themselves and their thinking through guided dialogue and written expression concerning critical multicultural topics. Students should be able to have experiences that teach them what diversity is and what it looks like. An example of how the fourth grade reading curriculum in this study did not do this effectively was that each story had a different illustrator and the reader could tell that the illustrations were all different, however the coloring that was used throughout each independent story were all very similar. The coloring that was used for the skin tones for the characters was such that it was very hard to determine if the character was white or another race or ethnicity. The coloring of the African American, Chinese, and Hispanic coloring was more distinct. This was a trend throughout the reading selections that had illustrations. This was an example of a type of vulgar multiculturalism by ignoring the validity of color, or lack of color, or pretending to skew the color of a character as to represent everyone while in actuality representing no one. However, the teachers could bring this point out to the students and use it as a means of critical analysis. Students and teachers should have experiences that prepare them for the outside world

by giving them opportunities for higher order thinking and that leave room for critical analysis. Students should be able to identify what shallow levels of multiculturalism, which is referred to as vulgar and/or managed multiculturalism, and recognize that the multicultural events that occur in the classroom, the school, and eventually outside of the classroom happen for various reasons that may or may not be understandable. These topics should all remain age appropriate and be used with kid friendly terminology. The motivation behind the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC is to open the doors for critical thinking for the students and challenging the world around them. Students need to be informed why the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC is important for individuals and for groups. Students need to be made aware that it is okay to ask questions and challenge the status quo. Students also need to know that their classroom is a risk-free environment and it is safe to have respectful dialogue about multiculturalism that is not weighted down with worries of societal correctness. Students who are exposed to a critical multicultural environment should be able to think critically and develop their own understanding, thoughts, and ideas concerning about curriculum and multiculturalism and literature and multiculturalism. Students should be able to analyze curriculum and literature for elements of diversity.

Students should be exposed to the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC on a regular basis with a wide variety of diverse literature. Teachers should promote inner questioning, which should lead to metacognition and the development of knowledge and self-discovery. Effective questioning techniques that students are exposed to should come through guided practice and eventually

individualized questioning of the curriculum and literature selections. Self-reflection is also a key element in the learning process that develops from guidance and dialogue.

It may be an extended reach to expect that students will be exposed to a learning environment that offers all of the above mentioned criteria; however educators need to set high expectations for themselves and their students. It is evident that the curriculum alone cannot provide opportunities for the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC. The key to change is preparing teachers and administrators with the skills necessary to take a curriculum, add to it, and utilize effective questioning to enhance instructional opportunities and activities for students. The evidence that there is growth in student development and understanding evolves from the changes that occur from within a student. It is the awesome responsibility to ensure educators are prepared to help guide students into becoming lifelong learners who have a desire to explore what they may not yet understand. Educators must equip students with the understanding and knowledge that there is always more to learn and give them the tools necessary so they are not afraid to do so.

Implications

The implications for this research include future research and changes of current practices. Based on the findings for this research the major area in need of improvement in order for the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC to be available and effective in the classroom environment is the teacher. Concerning the needed improvement for the teacher, the first issue that needs to be addressed is the area of teacher education programs and courses offered to pre-service teachers. It is clear from this research that much of the curriculum that could be utilized for critical analysis could be

enhanced and truly useful if the teacher was knowledgeable and prepared concerning the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC and could spark an understanding, facilitate learning, and promote effective questioning and self-reflection with the students. Allowing the students the opportunities to reflect upon their own identity, ideology, and how hegemony and privilege play into those existing realms only strengthens their understanding of the world around them and how difference is more a reality than the parallel views that are possibly present within the classroom setting and environment. Teachers, who facilitate knowledge and self-discovery in the classroom with adequate guidance, become essential components in the quest for students to be able to challenge and question the status quo. The shared vision all educators possess is the desire to aide in the development of students who can think critically and question the world around them. A common goal for an educator is to guide students to a place of metacognition and transference from classroom knowledge into real-world knowledge.

The school must have a shared vision that is led by an instructional leader who values the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC and the foundational elements behind it. In order to promote an authentic multicultural environment, school leaders must provide ongoing training and professional development to veteran teachers and staff that is meaningful. This sense of a CMC school culture and climate encourages a feeling of value and importance that can transfer to the student and their ability to open their minds to this topic.

Another area that needs attention is the curriculum. There is so much more that could be offered to students via the current fourth grade reading curriculum in order for authentic the

current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC to exist. The standards need to be revisited and multiculturalism and critical multiculturalism need to be included. The reading resources and reading selections reflect a wide range of time. The reading selections utilized for the reading curriculum includes a 72 year span, from 1937 to 2009. Teachers can use this dated material to explain societal expectations and standards and use that as a springboard for critical conversations concerning diversity and difference. Current reading material would provide a venue for comparison for students and allow the students the opportunity to relate their learning with the current time period. The standards that are geared towards the fourth grade reading curriculum must improve upon in the area of the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC. These standards must address specific areas of growth and development with specific objectives that are progressive in nature. The curriculum and the resources must contain viable material from which proper opportunity for critical analysis can take place. The levels of expository non-fictional text present in the current fourth grade reading curriculum that was utilized in this study was immense and provided good information but nothing in the area of the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC. Reading curriculum should promote thinking, expanding and developing knowledge about the world around them instead in a more philosophical manner.

It is the responsibility of the educational system to ensure students are given opportunities to explore, discover, think critically, and expand their knowledge into as many facets of the world as possible. Presenting teachers who are prepared and knowledgeable to do this is an essential component necessary and cannot be replaced by substandard educators or

substandard expectations. Schools and school districts must place the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC as a paramount concern. The world is more in touch with the areas of diversity than ever before. It is an educator's duty to ensure students walk away with the skills necessary to compete, live, engage, and understand that there is difference and diversity and that the truth each of us see and experience is only one of many. Valuing difference and diversity and knowing that there are many truths and perceptions and being able to exist in a manner that grasps that concept is one step closer to truly understanding the world around them.

The fourth grade reading curriculum consists of standards and objectives that progress on a continuum throughout the year. These standards and objectives culminate into a base of knowledge that the students will build upon throughout their educational careers. There are certain standards and objectives that are taught in a specific grade level that are not introduced in the same manner at any other point. Therefore, it is essential that students become proficient in the standards and objectives that are correlated to the specific grade level. At the end of the fourth grade, the students should have attained specific knowledge concerning the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC in the reading curriculum.

In order to ensure students come away with the knowledge and understanding that is needed from the fourth grade reading material; student must be exposed to certain aspects of the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC. Students must be exposed to the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC on a regular basis. When the current fourth grade

reading curriculum to meet the goals necessary to provide opportunities for CMC is immersed into the reading curriculum, a wide variety of literature that includes various perspectives of diversity within the literature must be present. The type of literature chosen for students to utilize and develop their the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC skills must be ‘real life’ stories with diverse authors, stories that contain characters that compare and contrast traditional stereotypes, the use of outside resources that are more diversified, and material that leads to critical thinking and challenging questioning.

Teachers play a major role in a students’ achievement in the area of the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC. Teachers need to be efficient in ensure students know how to analyze the reading material, discuss diverse material with peers while maintaining respect for others, develop questions while reading, and how to challenge issues of gender, race, ability, stereotypes, ect. Teachers must also encourage students to not only read and discuss issues concerning the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC, but student can become proficient in understanding about difference and diversity while expressing themselves through writing about issues associated with the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC. Teachers must also make certain that their students can differentiate perspective while reading and analyzing material. With these abilities in the students’ knowledge base, their grasp on the current fourth grade reading curriculum to meet the goals necessary to provide opportunities for CMC will be much firmer than without these skills. Critical multiculturalism needs critical conversations.

For future research there are some things that I would like to mention. If any additional research is done concerning this topic and teacher interviews are conducted, I believe having a rubric for the teachers to refer to when they were asked to rate the level of multiculturalism that was present in the fourth grade reading curriculum would be a necessary change. Another change that would be beneficial would be to give the teachers a rubric or more specific guidance when they were asked if they thought the current fourth grade reading curriculum addresses issues concerning race, ethnicity, and gender.

School leaders must acknowledge that curriculum and student learning are our responsibility. Educational change and school reform are inevitable and continue to mirror societal change. We exist in a diverse and complex world and it is imperative we take the initiative to equip current teachers, future teachers, students, and our community with the skill necessary to thrive and promote positive change. School leaders are responsible for ensuring a community of change and with research like this that identifies specific areas of need; educators can move forward with the expertise and knowledge necessary to make improvements in curriculum, teacher preparation programs, and current educational processes that impact students and society.

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APPENDICES

Appendix I

<i>Basic Information Chart for the Sixty Selected Reading Selections for the Content Analysis</i>						
Title of Story	Author	Genre/ Focus Skill	Conflict	Resolution and/or Summary if No Conflict	Illustrations	Theme
The Hot and Cold Summer	Johanna Hurwitz	Realistic Fiction/ Character Traits and Motivate	Boy is lonely after best friend leaves for summer camp and fears he will be rejected because of his injury.	Two male best friends (Rory and Derek) agree to ignore the new girl in town (Bolivia). However, when Derek goes to summer camp, Rory and Bolivia develop a friendship. Rory hurts his leg and fears that when Derek returns he will abandon him for Bolivia. That doesn't happen and all three become friends.	Three children; Two Male; One Female; Two Minority; One White	Facing Challenges
Supplemental Selection: Secret Talk	Eve Merriam	Poetry/ Character Traits and Motivate	N/A	Poem about two friends sitting together in a field daydreaming with the clouds.	Race: White, Lt. Brown Gender: One Male, One Female	Facing Challenges
Mighty Jackie: The Strike-Out Queen	Marissa Moss	Realistic Fiction/ Character Traits and Motivate	A major league baseball player (Jackie) is a girl she's a pitcher. And	Jackie was successful at striking out Babe Ruth and Lou Gehrig.	Race: All White Gender: One Female (Main Character) All Other Characters: Male	Facing Challenges
Supplemental Selection: The New Kid	Mike MaKley	Poetry/ Character Traits and Motivate	New kid wants to play but it's a girl.	It doesn't matter that she is a girl.	All white	Facing Challenges
Danitra Brown	Nikki Grimes	Narrative Poetry/ Compare and	Danitra goes away for	The poems are letters from	All African American	Facing Challenges

Basic Information Chart for the Sixty Selected Reading Selections for the Content Analysis

Title of Story	Author	Genre/ Focus Skill	Conflict	Resolution and/or Summary if No Conflict	Illustrations	Theme
		Contrast	summer vacation and Zuri is upset about her friend, Danitra, leaving town.	Danitra to Zuri about her travels and explorations. In the end, Zuri writes Danitra a letter (poem) describing where she wants to visit in the future. The girls reunite in the end and call it "...the best place ever..."		
Supplemental Selection: Summertime Star Parties	Noreen Grice	Expository Nonfiction/ Compare and Contrast	N/A	Explains how to look at stars and constellations by using paper towel holders.	Picture of a White Boy	Facing Challenges
Kai's Journey to Gold Mountain	Katrina Satonstal Currie	Historical Fiction/ Compare and Contrast	A story in 1934 about a 12 year old Chinese boy traveling to Gold Mountain (which is the Chinese name for the U.S.) but is held for interrogation at Angel Island.	Only the sons of U.S. residents may emigrate to the U.S. from China. Until the interrogation is completed by the white men, Kai must stay on Angel Island. Angel Island is a	Chinese people and white guards.	Facing Challenges

Basic Information Chart for the Sixty Selected Reading Selections for the Content Analysis

Title of Story	Author	Genre/ Focus Skill	Conflict	Resolution and/or Summary if No Conflict	Illustrations	Theme
				<p>holding camp for all of the immigrants who want to enter the U.S. After waiting five weeks, Kai finally gets his chance to be interrogated by the white men. “Kai didn’t dare smile in the presence of white men.” Kai was cleared to enter the U.S. and finally found his Gold Mountain in his father’s arms.</p>		
Supplemental Selection: My Japanese Sister	Emily Bernier	Narrative Nonfiction/Compare and Contrast	Will you try a foreign exchange student?	A girl whose family hosted a foreign exchange student (Yuu) from Japan and this story tells about how wonderful it is to have an exchange student because you will have a “...friend or a sister for life...”	Picture of a Japanese girl.	Facing Challenges
Pedro Puts on	Mark	Realistic	Pedro doesn’t	Pedro’s abuelo	Mostly Hispanic	Facing

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Title of Story	Author	Genre/ Focus Skill	Conflict	Resolution and/or Summary if No Conflict	Illustrations	Theme
a Play	Burckhardt	Fiction/Character Trait and Motivation, Compare and Contrast	know anything he can do for his class presentation about his cultural heritage.	(grandfather), Pedro is convinced to use Los Titeres (puppets) for his class presentation. The entire class cheers for Pedro.		Challenges
Raul's After-School Snack	Joyce Styron Madsen	Realistic Fiction/ Character Trait and Motivation, Compare and Contrast	N/A	Raul comes home after school, his mom is gone, and he smells cookies from the oven. Raul ate the cookies and when his mom got home he was surprised because they were actually homemade dog biscuits.	Dark skin colored characters of a mom and boy. More than likely Hispanic because of the boy's name and the main selection "Pedro Puts on a Play" are Hispanic.	Facing Challenges
On the Banks of Plum Creek	Laura Ingalls Wilder	Historical Fiction/Plot Conflict and Resolution	The parents and the smaller girl were going to town for supplies and the two older girls were left at home to do chores and	The girls take care of everything the cattle while their parents were gone and all is well.	White Family; Man, Woman, and Three Girls	Getting the Job Done

Basic Information Chart for the Sixty Selected Reading Selections for the Content Analysis

Title of Story	Author	Genre/ Focus Skill	Conflict	Resolution and/or Summary if No Conflict	Illustrations	Theme
			several unexpected events happen.			
Surviving on the Prairies	Dorothy Patent	Expository Nonfiction/Plot Conflict and Resolution	N/A	This is a selection that is about surviving on the prairies and the homesteading process in the mid-1800s. It describes what life was like for settlers on the prairie.	Photos about the land and the crops.	Getting the Job Done
Justin and the Best Biscuits in the World	Mildred Pitts Walter	Realistic Fiction/ Plot Conflict and Resolution	Justin's family often complains about how he doesn't do his chores, or as Justin's friend refers to it "women's work". Justin goes to visit his grandfather on his ranch and this is where Justin learns the value of hard work.	Justin and his grandfather also had many comparisons about what was "women's work" or "man's work" and how it's even okay for boys to cry do your best and complete the chores.	African American Family	Getting the Job Done
Hats Off to the Cowboy	Red Steagall	Poem/ Plot Conflict and Resolution	N/A	This is a poem about being a cowboy who tips his hat to the ladies and	White Male	Getting the Job Done

Basic Information Chart for the Sixty Selected Reading Selections for the Content Analysis

Title of Story	Author	Genre/ Focus Skill	Conflict	Resolution and/or Summary if No Conflict	Illustrations	Theme
				fights for what's right.		
Three Little Cyberpigs	Jane Tesh	Play/Author's Purpose and Perspective	Wolf chasing pig.	This is spoof on the traditional Three Little Pigs fairytale. This story included various familiar nursery rhyme characters throughout the story. While the three pigs are running from the wolf, they run into Mother Goose's cybershop. Each character that the pigs encounter shares a technology tip. Examples of the characters included are Miss Muffet, Jack Be Nimble, and Little Bo Peep. In the end, the nursery rhyme characters teach the three little pigs to delete the wolf.	Cartoon illustrations of animals.	Getting the Job Done
The Three	Kok Heong	Play/ Author's	Wolf chasing	Spin off on	Cartoon Characters	Getting the

Basic Information Chart for the Sixty Selected Reading Selections for the Content Analysis

Title of Story	Author	Genre/ Focus Skill	Conflict	Resolution and/or Summary if No Conflict	Illustrations	Theme
Little Pigs Revisited	McNaughton	Purpose and Perspective	pig.	traditional fairytale, but this one focused on how each little pig recycled and kept the world green.	(pigs and wolf)	Job Done
Weaving a California Tradition	Linda Yamane	Expository Nonfiction/ Author's Purpose and Perspective	N/A	This story is about the Western Mono people and their tradition of basket weaving. Carly is the main character in this selection and her family is introduced and the expertise they possess is described.	Photos of real people.	Getting the Job Done
Wonder Weaver	Ellen Holtzen	Magazine Article/ Author's Purpose and Perspective	N/A	This selection is about a man who makes art from sticks.	Photos of the real artist and his art.	Getting the Job Done
Emerald's Eggs	Shino Arihara	Informational Narrative/Plot: Conflict and Resolution, Author's Purpose and Perspective	The rangers are rescuing sea turtles at the seashore. The story details the plight of the endangered sea turtles and how important it is to keep the	They are successful at teaching and keeping the eggs safe.	Three of the four cartoon children are minority and one is white. The two ranger characters are white with one female and one male.	Getting the Job Done

Basic Information Chart for the Sixty Selected Reading Selections for the Content Analysis

Title of Story	Author	Genre/ Focus Skill	Conflict	Resolution and/or Summary if No Conflict	Illustrations	Theme
			turtle eggs safe.			
Your Social Studies Textbook	Harcourt Horizons	Social Studies Textbook/ Plot: Conflict and Resolution, Author's Purpose and Perspective	N/A	This selection is explaining how to use the social studies textbook by detailing how to use headings and bolded words.	Real pictures of the social studies textbook.	Getting the Job Done
Make a Movie Machine	Nick D'Alto	How-To Article/ Fact and Opinion	N/A	An article about how to make a movie machine with five steps.	The article is illustrated with the five steps to making a movie.	Imagination at Work
Hewitt Anderson's Great Big Life	Jerdine Nolen	Fairy Tale/Theme	An African American family named Anderson. Mr. and Mrs. Anderson have a son miniature son named Hewitt.	Hewitt had a few close calls because of being so small. His parents called in doctors from all over to try and help Hewitt.	African American Family	Imagination at Work
The Little Fly and the Great Moose	Janeen R. Adil	Pour quoi Tale/ Theme	This is a Native American tale about how specific Native American tribes defeated a great moose.	In the end the Native Americans turned Merrimac into a noisy river.	Animal Cartoon Illustrations	Imagination at Work
Juan Verdades: The Man Who Couldn't Tell A Lie	Joe Hayes	Folktale/Theme	Juan is an honest worker. His boss and another landowner make a bet that Juan will give	Juan takes fruit from the tree but doesn't lie about it. Juan is rewarded with his own ranch and marriage to	These illustrations are Hispanic men, women, and villages.	Imagination at Work

Basic Information Chart for the Sixty Selected Reading Selections for the Content Analysis

Title of Story	Author	Genre/ Focus Skill	Conflict	Resolution and/or Summary if No Conflict	Illustrations	Theme
			the fruit and lie about it.	the landowner's daughter.		
Hard Cheese	Aesop's Fable retold by Helen Ward	Fable/Theme	This tale is about fox wants the cheese that a crow has.	The fox uses false flattery to get the cheese from the crow.	Cartoon animals	Imagination at Work
The Case of the Too-Hot Apple Cider		Reader's Theater/Fact and Opinion and Theme	The children each have a cup of apple cider, but the temperature is not the same.	With help from a robot, they solve the mystery with an experiment.	Illustrated cartoons of all white characters (boy, girl, and mom).	Imagination at Work
Sequoyah's Talking Leaves	Joyce Doyler Durway	Nonfiction/Fact and Opinion, Theme	This story is a Cherokee Indian story set in the 1780's about white settlers in Tennessee. Sequoyah believed that the Tennessee people's power came from their ability to read and write.	So, Sequoyah invented his own language based on syllables and called this language "talking leaves". Sequoyah National Park is named for this Cherokee Indian man.	Illustrated cartoons of Indian characters and the Indian village and environment.	Imagination at Work
Because of Winn-Dixie	Kate DiCamillo	Realistic Fiction/ Character, Setting, and Plot	A little girl named Opal and her dad move to Naomi, Florida.	There, Opal finds a stray dog that she names Winn-Dixie. The dog helps Opal adjust to her new home by being a companion.	Real photos from the movie "Winn Dixie".	A New Home
Decoding Dog Speak	Ruth Musgrove	Expository Nonfiction/	N/A	This selection is exploring the	Real photos of dogs.	A New Home

Basic Information Chart for the Sixty Selected Reading Selections for the Content Analysis

Title of Story	Author	Genre/ Focus Skill	Conflict	Resolution and/or Summary if No Conflict	Illustrations	Theme
		Character, Setting, and Plot		question of what is your dog trying to tell you based on their actions and body language.		
My Diary From Here to There	Amanda Irma Perez	Diary/ Character, Setting, and Plot	A family from Juarez, Mexico is moving to Los Angeles, California because the father lost his job in Mexico. The daughter, M'ija has a hard time with it.	The girl's father gets a job picking grapes and strawberries and hears Caesar Chavez. Speak of unions, strikes, and boycotts. M'ija's grandmother gives her a new diary and tells her to never forget who she is and where she came from.	These illustrations contain family members all from Juarez, Mexico.	A New Home
Moving and There's an Orange Tree Out There	Eileen Spinelli and Alfonso Quijada Urias	Poetry/ Character, Setting, and Plot	N/A	Two poems translated from Spanish. The poems are about moving, saying goodbye, and an orange tree.	Cartoon illustration without people and illustration of a tree.	A New Home
The Cricket in Times Square	George Selden	Fantasy/ Sequencing Story Events	Chester (the cricket) accidentally chews up a two dollar bill from the newsstand where he was	After Chester and his friends try and come up with some dishonest ways to try and remedy the	Cartoon Illustration of animals and people of color (ethnicity unknown).	A New Home

Basic Information Chart for the Sixty Selected Reading Selections for the Content Analysis

Title of Story	Author	Genre/ Focus Skill	Conflict	Resolution and/or Summary if No Conflict	Illustrations	Theme
			brought to live. Chester is frightened at what Mario's mom will do to him.	situation, they finally decide to use life Tucker's life savings to repay Mario's mom.		
Cricket Thermometer	None	Experiment/ Sequencing Story Events	N/A	This selection is a science experiment about crickets acting as a thermometer due to the fact that the temperature affects the amount of chirps a cricket does.	Cartoon illustration of cricket characters.	A New Home
Mangrove Wilderness	Bianca Laview	Expository Non-Fiction/Text Structure: Sequence	N/A	This text gives information about the lifecycle of the mangrove tree, seedlings, and life surrounding the tree.	Photos of Mangrove	A New Home
Mangrove	None	Encyclopedia Article/ Text Structure: Sequence	N/A	Encyclopedia Article about Mangrove Trees in Florida	Illustrated Cartoon Drawings of Mangrove	A New Home
Welcome to Chinatown	None	Reader's Theater/ Sequencing Story Events, Text Structure: Sequence	Teenage talk show characters hosting a talk show about new places, culture, and	Notable architecture and places to visit for tourists are topics of discussion on this episode of	Illustrated cartoon characters with eight kids total (3 male, 5 female, 5 white, 3 minority...sometimes the illustrations have darker skin color	Exploring Our World

Basic Information Chart for the Sixty Selected Reading Selections for the Content Analysis

Title of Story	Author	Genre/ Focus Skill	Conflict	Resolution and/or Summary if No Conflict	Illustrations	Theme
			history. On this day, the topic is Chinatown located in San Francisco, CA.	the talk show. The selection discusses the history of Chinatown from 1850 and the struggles of these immigrants.	with white features.)	
Amelia's Garden	Marian Kirby	Realistic Fiction/ Sequencing Story Events, Text Structure: Sequence	Amelia had a garden and all of her neighbors who visited the garden spoke different languages and never communicated with each other.	Amelia uses her garden as a way to get the neighbors to work together and the communication between them begins.	White cartoon illustrations.	Exploring Our World
Dragons and Dinosaurs	Meg Moss	Expository Nonfiction/Main Idea and Details	N/A	The story focused on the importance of the scientists in the identification of new dinosaurs.	Illustrated cartoon dinosaurs.	Exploring Our World
Saturday Night at the Dinosaur Stomp	Carol Diggory Shield	Narrative Poetry/ Main Idea and Details	N/A	This is a poem about different types of dinosaurs that attend a dinosaur dance that they call a dinosaur stomp.	Illustrated cartoon of scientists, all white and one African American scientist.	Exploring Our World
Grand Canyon: A	Linda Vieira	Narrative Nonfiction/Main	N/A	This selection describes the	Illustrated cartoons with all male	Exploring Our World

Basic Information Chart for the Sixty Selected Reading Selections for the Content Analysis

Title of Story	Author	Genre/ Focus Skill	Conflict	Resolution and/or Summary if No Conflict	Illustrations	Theme
Trail Through Time		Idea and Details		Grand Canyon by using characters that are on a journey.	cowboys (vague on ethnicity of one of the cowboys; his skin color was a little darker than the others) and two sightseers (female but vague on ethnicity).	
The Rock Cycle	None	Expository Nonfiction/Main Idea and Details	N/A	This text describes different types of rocks and includes a diagram of the water cycle.	Cartoon image of white male with digging instruments.	Exploring Our World
The Bunyans	Audrey Wood	Tall Tale/Figurative Language	This tall tale is about Paul Bunyan and his family.	The tale goes on to explain how Bunyan's two children formed land features like Bryce Canyon, the Dunes of Colorado, the Atlantic Ocean, Big Sur, the Continental Divide, and Old Faithful when they were playing and doing activities.	Illustrated with all white, traditional family (two parents, boy and girl).	Exploring Our World
Mammoth Cave: National Park	Mike Graf	Expository Nonfiction/ Figurative Language	N/A	Describes the national park in Kentucky, how it was formed and the activities that	Real photos of the national park.	Exploring Our World

Basic Information Chart for the Sixty Selected Reading Selections for the Content Analysis

Title of Story	Author	Genre/ Focus Skill	Conflict	Resolution and/or Summary if No Conflict	Illustrations	Theme
				the tourists can participate in.		
John Muir and Stickeen: An Icy Adventure with a No-Good Dog	Julie Dunlap and Marybeth Loribiecki	Historical Fiction/ Figurative Language	This text is a fictional story that details a trip to Alaska while detailing the history of Alaska. An unwanted stray dog came into Muir's life.	After an event in which Muir almost loses the dog, Muir refers to Stickeen as his "kindred spirit".	Illustrated cartoon of a white man and a dog.	Exploring Our World
John Muir: Extreme Explorer	Crystal Hubbard	Biography/ Figurative Language	N/A	Biographical account of Muir's exploration beginning with Florida and the plants and vegetation there. Muir then traveled to Cuba and later California.	Illustrated cartoon of a white man.	Exploring Our World
Discovering the Atocha	None	Informational Narrative/ Main Idea and Details, Figurative Language	N/A	This selection is based on true events associated with the shipwrecked Atocha. Explorer and treasure hunter Mel Fisher began in 1969 and after 15 years of never giving up Fisher located the treasure.	Begins with real picture of an explorer and then cartoon illustrations of scenery.	Exploring Our World

Basic Information Chart for the Sixty Selected Reading Selections for the Content Analysis

Title of Story	Author	Genre/ Focus Skill	Conflict	Resolution and/or Summary if No Conflict	Illustrations	Theme
Your Science Textbook	Harcourt Science	Science Textbook/ Main Idea and Details, Figurative Language	N/A	This selection shows diagrams, headings, and highlighted sections.	A graphic organizer with real photos and cartoon illustrations as well.	Exploring Our World

Appendix II

Teacher Interview Questions

1. Tell me about yourself.
2. What is your educational background?
3. How would you describe your educational experiences when you were in school particularly in the area of reading?
4. What would you consider to be your philosophy of education?
5. How long have you been a teacher?
6. How many years have you taught 4th grade reading?
7. What other grades and/or subjects have you taught?
8. What are your strengths as an educator?
9. What are your weaknesses as an educator?
10. How have you changed as an educator over the years?
11. What do you believe is the current state of affairs in education?
12. I would love to know your analysis of multiculturalism within the current fourth grade reading curriculum.
13. On a scale of 1-10, with 10 being the highest, what level of multiculturalism is offered to fourth grade students via the current reading curriculum?
14. What do you think is the most influential factor in creating multicultural opportunities for students within the confines of the fourth grade reading curriculum?
15. Do you believe that most parents are comfortable with their children participating in open dialogue and discussion concerning critical multiculturalism within the classroom setting?

16. What do you believe is the difference between multiculturalism and critical multiculturalism?
17. How do you think the current fourth grade reading curriculum addresses issues concerning race and ethnicity?
18. How do you think the current fourth grade reading curriculum addresses issues concerning gender?
19. Are there any standards or objectives that address multiculturalism within the Alabama Course of Study or the College and Career Ready Standards?
20. Is there anything else you would like to share or add?

Possible Second Interview Questions for Potential Subjects

1. How would you describe multiculturalism?
2. What do you think is meant by critical multiculturalism and is that the same as vulgar or managed multiculturalism?
3. In the first interview, you described your philosophy of education as (the researcher will use a quote or summary of the answer that was given by the potential subject in the first interview), how does this apply to critical multiculturalism?
4. How do you believe you developed your philosophy of education? Has this changed over the years? Tell me more about if you believe that your philosophy of education will continue to change and what the reasons are behind this change, if any.
5. Whose responsibility is it to ensure critical multiculturalism is immersed within the fourth grade reading curriculum?

6. How do you feel about the last reading story and resources that were used with your fourth grade reading class and the relationship concerning multiculturalism?
7. When planning a lesson or reading selection, how important has addressing the issues surrounding multiculturalism been in the past for you as an educator? Has this changed? Will it continue to change? If so, how and why?
8. Were there certain topics that were avoided that you could have addressed concerning multiculturalism from the last reading story? If so, what topics were they and why were these avoided?
9. Were there certain topics that were addressed concerning multiculturalism from the last reading story? If so, what topics were they and why were these addressed?
10. Is there anything you would like to add or share concerning the reading curriculum and critical multiculturalism?

Follow-Up Questions

Do you think it would be beneficial for teacher preparation programs to include a course about critical multiculturalism?

Appendix III

Content Analysis Coding Guidance Questions

1. From a critical perspective how is this story serving a specific ideology?
2. From a critical perspective how is this story serving a specific hegemony?
3. From a critical perspective how is this story serving a specific privilege?
4. How was gender portrayed?
5. How was race portrayed?
6. Referring to what was presented in the story concerning gender, race, and/or ethnicity and how is that related to ideology, hegemony, and/or privilege?
7. What is the bigger purpose of the story and how does that fulfill the analytical lenses of ideology, hegemony, and/or privilege?
8. Does the use of ideology benefit the hegemony of the dominant culture?
9. Does the story encourage conformity?
10. Does the story depict of a particular set of beliefs or outlooks from collective class of people that are exhibited through the normal events and occurrences of everyday life?
11. Does the story show the presence of powerful domination in the character relationships within the story line that exemplifies a culturally mainstream view?
12. Does the story challenge the dominant ideology?
13. Does the story uncover or expose the power of the dominant culture?
14. Does the story recognize or counter hegemony?
15. Does the story promote the values of the dominant culture by teaching a lesson?
16. Does the story show short comings of minorities?

17. Does the story allow an opportunity critical thinking or analysis concerning CMC?
18. Does the story reflect (F) or resist (S) dominant ideology?
19. Are the characters or values that support dominant culture given privilege?
20. Was the story told from vantage point of dominant culture?

Teacher Interview Transcripts

School A: Ms. N

The first teacher that I interviewed was Ms. N from School A. I asked Ms. N to tell me about herself and she replied, “This is my fourth year as a teacher. I worked in the library here as an aide while I went back to school.” I then asked, “What is your educational background?” Ms. N answered, “I have a BS in Elementary Education and I am currently working on my masters in library media.” I asked Ms. Norton to describe her educational experiences when she was in school, particularly in the area of reading and she replied, “As an elementary student I struggled in the area of reading. The hardest thing was that I didn’t get phonics. Then, I realized that in college.” The next question was, “What would you consider to be your philosophy of education?” Ms. N’s answer was, “I want all students to be successful regardless of limitations they feel like they have. I don’t want them to feel like they have any weaknesses. I want my classroom to be a safe place with no pressure.” I asked Ms. N how long she had been a teacher and she told me, “Four years”. I followed up with, “How many years have you taught 4th grade reading?” Ms. N replied, “I taught self-contained for three years and this is my first year teaching just reading.” I then asked, “What other grades and/or subjects have you taught?” Ms. N answered, “None, except when I was self-contained I taught the other subjects.” I asked Ms. N, “What are your strengths as an educator?” Ms. N answered, “I have a personal relationship with my students. I connect with the kids and in getting to know my students.” I followed up with, “What are your weaknesses as an educator?” Ms. N replied, “Making sure I have independent time with the kids. I need to pull all of my students independently.” I asked Ms. N, “How have

you changed as an educator over the years? Ms. N answered, “I have been able to prioritize better. It was hard to know what came first in the beginning.” I then asked, “What do you believe is the current state of affairs in education?” The reply given by Ms. N was, “Educators don’t make decisions. Overall, what’s expected for teachers to do teachers aren’t provided with the time or the resources.” I asked Ms. N, “I would love to know your analysis of multiculturalism within the current fourth grade reading curriculum.” Ms. N replied, “We have Hispanics and African Americans and we teach the Civil War in the fourth grade. There’s not enough. We talk about the Hispanics and the African Americans because we teach Alabama History but we don’t touch on any other ethnicities.” I followed up that question with, “On a scale of 1-10, with 10 being the highest, what level of multiculturalism is offered to fourth grade students via the current reading curriculum?” Ms. N replied, “Maybe a four. There’s just really not a lot.” I then asked, “What do you think is the most influential factor in creating multicultural opportunities for students within the confines of the fourth grade reading curriculum?” Ms. N’s answer was, “It’s important for all. It’s the extra activities that teachers pull in.” Ms. N was then asked, “Do you believe that most parents are comfortable with their children participating in open dialogue and discussion concerning critical multiculturalism within the classroom setting?” Ms. N replied, “I think so. I’m not teaching Alabama History this year, but in years past the kids really get into it. We could spend a half a year on it.” I asked Ms. N, “What do you believe is the difference between multiculturalism and critical multiculturalism?” Ms. N responded, “I think critical means that’s the things that they have to have versus just the basics.” Next, I asked Ms. N, “How do you think the current fourth grade reading curriculum addresses issues concerning race and ethnicity?” Ms. N replied, “There is a little in there but the majority doesn’t address that at all.”

The next question that I asked Ms. N was, “How do you think the current fourth grade reading curriculum addresses issues concerning gender?” Ms. N replied, “I think that it does a good job with gender. This week’s story is Mighty Jackie and last week’s story was about girls and boys friendships.” I wanted to find out what Ms. N knew about the Alabama Course of Study and/or College and Career Ready Standards. So, I asked Ms. N, “Are there any standards or objectives that address multiculturalism within the Alabama Course of Study or the College and Career Ready Standards?” Ms. N responded, “I don’t remember. I remember something about diversity. I know there is in Alabama History. We teach those standards that work together.” Wanting to find out more about the level of curriculum knowledge and grade level planning, I asked Ms. N a follow up question, “Do you actively plan your lessons together or is it just a coincidence if the topics or standards are related?” Ms. N replied, “At our grade level meetings we touch bases with each other on what we are studying.” Since I wanted to know more about this, I asked another follow up question to Ms. N, “While you’re responsible for teaching your curriculum and addressing those reading standards – do you feel like someone else that teaches another subject is responsible or takes ownership for teaching or including diversity?” Ms. N answered, “I am responsible for teaching the reading standards and we share the grammar standards, but we work together to tie the standards together.” Earlier in the day I had noticed that some of Ms. N’s minority students had all left the room with a resource teacher. I asked Ms. N, “How do you feel about your minority students being out of the room during the reading class time?” Ms. N replied, “I know they get reading skills when they are pulled out and the skills that they need are addressed.” Ms. N had chosen a supplemental selection to accompany the weekly story called A Bad Case of the Stripes by David Shannon and that led me to ask Ms. N, “Why did you choose A

Bad Case of the Stripes to go with this story?” Ms. N responded, “Because of the focus skill which is character traits. I think they enjoy it more.” Then, I followed up with another question to Ms. N, “Do you think about diversity, multiculturalism, gender, or the minority students in your classroom when you are preparing a lesson?” Ms. N replied, “The main focus is the skill is the best way to prepare so the students will have ownership of the skill.” Ms. N’s response led me to ask, “If you were teaching the story and an issue came up about gender, race or a multicultural topic that related to the story, would you stray away from it or explore it?” Ms. N replied, “I guess I’d explore it. We do have a couple of stories each year that the kids want to know more about like Kai’s Journey to Gold Mountain. We will be reading that in a couple of weeks. Sometimes it might become an issue if the kids go home and tell.” Ms. N’s response led me to ask another follow-up question, “How do you think your students would react if you were to bring out issues like acceptance, self-identity, culture, race, or gender and how that might have been an issue back then or is it an issue today and would they join in on a discussion?” Ms. N responded, “I think they’ll join in and we will later. As we get into the story, that’s something we’ll talk about and I’ll ask them what they think about it. I think that they will have a lot to say about it. I think my girls are really going to think that girls can do just as much as the boys. And really because of the world we live in today the majority of the boys will probably agree with the girls.” I had heard earlier when Ms. N had told her class that *Mighty Jackie* was a favorite story of hers. This led me to ask Ms. N, “You told the class that *Mighty Jackie* was one of your favorite stories, why?” Ms. N replied, “I love baseball and I have boys. And it’s also about a girl.” This led me to the next question for Ms. N, “Do you think that students relate specific stories like *Mighty Jackie* to the world and difference?” Ms. N responded, “I don’t. I might have

one or two that really think about that deep enough to get that out of it, but without me trying to pull that out of them...the majority doesn't. It's just a story about baseball to them." I then asked Ms. N, "Do you think they thought it was unusual or out of the norm or have they ever said anything like it was a gender issue and she was a baseball player and she was pitching to Babe Ruth?" Ms. N responded, "I don't, they don't yet. As we get more into the story and the comprehension and as we talk about it, the more I think they'll get there but as we talk about it. Because so many of the girls play softball, and to them it's what they already do but to put them in that era with Babe Ruth and for them to think about what it was like back then." As our time was over, I asked Ms. N "Is there anything else you would like to share or add?" Ms. N just shook her head no.

When I interviewed Ms. N for the second time I began with the question, "How would you describe multiculturalism?" Ms. N replied, "It's a variety of different cultures. That's how America was formed from all of these different countries. It's funny when you hear kids say, 'I'm this or I'm that' and then they'll ask 'Oh, are you American' and this is how America was formed." I then asked Ms. N, "What do you think is meant by critical multiculturalism and is that the same as vulgar or managed multiculturalism?" Ms. N stated that, "I would think that vulgar means bad." I felt like Ms. N responded in a manner that was curious, so I responded, "Vulgar or managed multiculturalism are ways that the dominant culture decides to show or accept difference or diversity, on a shallow superficial level. Critical is more authentic and not necessarily focused on the dominant culture's outline of acceptance or allowance." Ms. N responded to my comment, "Yeah, like we have Black History Month, but we don't have any months for any other culture." I went on to ask Ms. N, "In the first interview, you described your

philosophy of education as (I used a quote or summary of the answer that was given by the potential subject in the first interview), how does this apply to critical multiculturalism?" Ms. N responded, "Those that have no knowledge of any other culture and don't have a clue about what's going on. But at the same time, the ones that do a lot of times their culture is portrayed in ways it shouldn't be. So, I don't even know if I answered that question." I followed up with, "How do you believe you developed your philosophy of education? Has this changed over the years? Tell me more about if you believe that your philosophy of education will continue to change and what the reasons are behind this change, if any." Ms. N replied, "By being in the classroom. When I started I don't know what I thought and I know I've only been in the classroom for four years but it's amazing how much has changed from year one to now, and part of it could be the kids that I have. I know where a lot of them are coming from and their priority is not the textbook. If I want to get them there I have to start on their level and get them comfortable with me so they'll do what I need them to do before I can get them to do work for me. Most of them are come in at the beginning of the year and wouldn't (work) other than a few, they just would not." These statements from Ms. N led me to ask, "Do you live in near here?" I asked her that because some of her statements made me wonder if Ms. N lived in the area and if so, if her inner knowledge of the area of dynamics of the community affected any of her answers. Ms. N stated that, "Yes, in the community." I then asked Ms. N, "Do you know anything about privilege as far as someone's skin color and do you think that that sets kids apart from one another? Is that a dynamic in your classroom?" Ms. N asked me, "Privilege as in having more than others?" I specified more of what I was searching for by stating, "More like privilege based on their skin color." Ms. N responded, "I don't think so. I don't think that I have any white kids

in this group. Maybe I have some black kids that feel that way.” I followed up with, “Like they have privilege?” Ms. N stated that, “Yeah, I see it more from that point.” I wanted to clarify, “Is it because of the demographics here?” Ms. N responded, “Yeah, I think that it starts at home. They’ll make little comments and they don’t know that they’re being heard when they say it. Most of the time it happens at PE, if it’s going happen that’s where it’s going to happen... they think that they have the freedom and they’re out of everybody’s ear shot. There’s just a few overall in fourth grade. We probably have a handful that think they’re entitled and should have everything handed to them because of who they are or where they came from and normally when I would think that I’d think upper class and parents have a ton of money and you’ve always had everything handed to you but these kids aren’t like that. They have nothing and it’s so completely different from what I would normally associate with that.” I then followed up with, “Whose responsibility is it to ensure critical multiculturalism is immersed within the fourth grade reading curriculum?” Ms. N replied, “I think it is everyone’s...all of us. Between home and school nobody can spend a lot of time so they can get it in bits and pieces.” I then asked Ms. N, “How do you feel about the last reading story and resources that were used with your fourth grade reading class and the relationship concerning multiculturalism?” Ms. N responded, “I don’t feel like the last story addressed multiculturalism.” I wanted to find out more, so I asked Ms. N, “When planning a lesson or reading selection, how important has addressing the issues surrounding multiculturalism been in the past for you as an educator? Has this changed? Will it continue to change? If so, how and why?” Ms. N responded, “Most lessons don’t start with multiculturalism as the main focus. If the story is about another culture then I pull in additional material to enhance the lesson. Specific times during the year I use extra resources like for Black

History Month. I feel like having such a diverse classroom this year has made me more aware of the multicultural topics that need to be addressed.” I then asked Ms. N, “Were there certain topics that were avoided that you could have addressed concerning multiculturalism from the last reading story? If so, what topics were they and why were these avoided?” Ms. N replied, “No topics were avoided.” I followed up with, “Were there certain topics that were addressed concerning multiculturalism from the last reading story? If so, what topics were they and why were these addressed?” Ms. N responded, “No specific topics were addressed.” I then asked Ms. N “Is there anything you would like to add or share concerning the reading curriculum and critical multiculturalism?” Ms. N replied, “I do think it is important to give students more knowledge of other cultures and the reading curriculum does not address this much.”

School B: Ms. S

The second teacher that I interviewed was Ms. S from School B. I asked Ms. S to tell me about herself and she responded, "I have taught second grade, fourth grade, and been a librarian. I am a mom and I got married again in April." I asked, "What is your educational background?" Ms. S answered, "BS in Elementary Education and Masters in Library Media." I asked Ms. S to describe her educational experiences when she was in school, particularly in the area of reading and she answered, "Reading is my love, I always saw my mom reading. I was good at phonics and I wanted to read." The next question I asked was, "What would you consider to be your philosophy of education?" Ms. S answered, "It's really changed since I started teaching. I want my classroom to be welcoming and a place where kids want to be." I then asked Ms. S how long she had been a teacher and she replied, "Ten years". I asked her, "How many years have you taught 4th grade reading?" Ms. S answered, "Two years." I then asked, "What other grades and/or subjects have you taught?" Ms. S answered, "Second, fourth, and library." I inquired of Ms. S, "What are your strengths as an educator?" Ms. S answered, "Patience and understanding. I don't expect them to do anything that's above what I know they can do. I'm not going to send any homework home that I don't know if there is anyone there to help them with. I want every child to be treated how I want mine." I then asked, "What are your weaknesses as an educator?" Ms. S answered, "Organization and paperwork. But teaching wise...I always know my objective and how that gets taught, but I'm more flexible in how that gets taught." I then asked Ms. S, "How have you changed as an educator over the years? Ms. S replied, "I am more aware of the end result. Am I going to go back and revisit that topic knowing that some students have things come up that we cannot control but we will get that end result? Just getting older and watching my

children grow up and I know what my home life is like when I get home. I'm going to let you know if there's something you need to work on at home." I asked next, "What do you believe is the current state of affairs in education?" Ms. S answered, "More focused on the students but at a cost to the teacher. The resources don't equal the expectations." I then asked Ms. S, "I would love to know your analysis of multiculturalism within the current fourth grade reading curriculum." Ms. S answered, "I don't think it's very well represented. There are so many more possibilities. It does a good job in covering the genres, but it's still along the same cultural lines. There's still not a lot of diversity. *Mighty Jackie* is my favorite story. I could pull in a lot of extra stuff with that. We have some girls that play football and we were able to tie into that. They are kind of like her in that they are doing something that most girls don't do and of course the boys are into sports." I then asked, "On a scale of 1-10, with 10 being the highest, what level of multiculturalism is offered to fourth grade students via the current reading curriculum?" Ms. S answered, "Three." I then inquired, "What do you think is the most influential factor in creating multicultural opportunities for students within the confines of the fourth grade reading curriculum?" Ms. S answered, "Pulling other resources and supplementing the basal with other things from the library. This week we did have some multicultural things that focused on Mariette puppets. So we could pull more into that but again it's where there might be a couple of stories where you could pull from the library or the web to branch it out but then there are others that you can't." I then asked Ms. S, "Do you believe that most parents are comfortable with their children participating in open dialogue and discussion concerning critical multiculturalism within the classroom setting?" Ms. S answered, "I don't think it would be a problem in this school setting. This is very low SES area and we've done some studies on poverty. It wouldn't be a

problem as long as their child was treated fairly. I haven't seen any problems with the content that we teach. As long as their child is being treated fairly. When I was in the library we didn't have any problems with the selections we picked out. I think it would have to be something pretty controversial to get them. But in this community it doesn't take one or two to get them to stir it because they are a pretty closed community." I followed up with an inquisitive statement, "I don't know much about this community." Ms. S responded, "These students are pretty much third and fourth generation people from (city name) so they all know everyone, everyone's grandmother. So it doesn't take one or two." The next follow-up question that I had for Ms. N was, "Do you believe challenging teachers as professionals is necessary or beneficial to be exposed to this type of topic?" Yeah, I do think it's beneficial. This isn't a job that stays the same every year or even every week. We teachers were just talking about this should grow up to being more accepting than others it's nothing for one of them to say, 'It's time for her to go get changed'. They have been with them since kindergarten and when we were in school you didn't see students that had special needs. And they were helping her on the slide and they would be more open to seeing how it would be being treated differently because their skin was a different color. The issues I've found between the students are not because they are different; it's just the same every day kid stuff. It's not just because she has to go get changed." I then asked Ms. S, "What do you believe is the difference between multiculturalism and critical multiculturalism?" Ms. S replied, "I think having a classroom being multicultural would mean having things that are multicultural available to them. But having multiculturalism would be living it, feeling it, having them relate it to themselves and relate it to their lives." I then followed up with, "I noticed in the book some illustrations were orangey beige." Ms. S replied, "Yeah, they don't want the

characters to look too ethnic or too white. They just change the character's name. We pulled up the real pictures of the girl the story Mighty Jackie was based on and the kids were noticing how different from the story she looked. The things we pulled up online were that it was a controversy and did Jackie really strike out Babe Ruth or was it a publicity stunt. My kids had a problem with that on the test too. We went back and we talked about it. The test wanted the kids to choose that Jackie got nervous and made a mistake when she threw a ball at Babe Ruth in the beginning. The book wanted it to be a mistake and some of the kids didn't see it that way." Next, I asked Ms. S, "How do you think the current fourth grade reading curriculum addresses issues concerning race and ethnicity?" Ms. S answered, "We've had a couple of stories that addressed ethnicities, but it didn't address the hardships that they faced or why they faced those hardships. It was that they were a different ethnicity and here are some words that they use that the kids like to try to pronounce and it always has a happy ending. We just did the one; it wasn't my favorite one, Kai and the Journey to Gold Mountain. It doesn't really explain why they came and even though it wasn't a great place but it was better than where he was and that's why he wanted to come over here and dad only came home for a visit every two to four years. But in the story it said that they could only come and stay if their father was an immigrant. So, was the old man's father still over here? The kids see things too like in the Kai story one of my girls in the other class said, 'He's back talking.' And I said, 'Yeah, you can take it that way but we had to go back to sometimes it's not what you say, it's how you say it. And she said, 'He's still back talking.' There's a teacher that has a sign outside her door that says, *It's not what you say, it's how you say it*. Then, on the way to lunch she was still saying he's still back talking. In the story it said and he didn't even dare to smile in front of the white people. The story makes you think and then

the kids make you think differently about it. Then, the next time you taught it you would teach it differently and so on. It's constantly changing." I then asked Ms. S, "How do you think the current fourth grade reading curriculum addresses issues concerning gender?" Ms. S answered, "Only in the same roles and maybe even older fashioned roles because Jackie was the only one that broke out of the mold. In the other stories mom was just mom and they had those traditional roles. I don't see a whole lot of gender...I guess that would be the only one so far because Jackie was doing something that women didn't do." I asked Ms. S, "Are there any standards or objectives that address multiculturalism within the Alabama Course of Study or the College and Career Ready Standards?" Ms. S replied, "I'm not sure." I asked Ms. S "Is there anything else you would like to share or add?" "No."

When I interviewed Ms. S for the second time I began with the question, "How would you describe multiculturalism?" Ms. S answered, "I would describe multiculturalism as the demographic make-up of a subject or place." Next, I asked Ms. S, "What do you think is meant by critical multiculturalism and is that the same as vulgar or managed multiculturalism?" Ms. S answered, "I believe critical multiculturalism is how we critically analyze all the ways we are affected by, both positively and negatively, our different cultures." I then asked Ms. S, "In the first interview, you described your philosophy of education by describing your classroom as a welcoming place where students wanted to be, how does this apply to critical multiculturalism?" Ms. S responded, "I believe it applies to critical multiculturalism because just as we must critically analyze the effects of different cultures in our everyday lives. I must also analyze how I am representing, educating, and involving the different cultures of my classroom each year." I then asked, "How do you believe you developed your philosophy of education? Has this changed

over the years? Tell me more about if you believe that your philosophy of education will continue to change and what the reasons are behind this change, if any.” Ms. S responded, “My philosophy of education developed out of experience, both as a teacher and a mother. It changes every year and I believe it will continue to change, just as my role as a teacher changes every year and the personalities and needs of my students change every year.” I asked Ms. S, “Whose responsibility is it to ensure critical multiculturalism is immersed within the fourth grade reading curriculum?” Ms. S answered, “I believe it is my responsibility to expose students to multiculturalism in my reading class.” I then asked Ms. S, “How do you feel about the last reading story and resources that were used with your fourth grade reading class and the relationship concerning multiculturalism?” Ms. S responded, “I don’t feel like the last reading story did an adequate job of explaining what an immigrant is, why people were immigrating, or how their lives changed because of immigration.” I asked Ms. S, “When planning a lesson or reading selection, how important has addressing the issues surrounding multiculturalism been in the past for you as an educator? Has this changed? Will it continue to change? If so, how and why?” Ms. S replied, “As our lessons become more diverse, planning a more diverse is more and more important and necessary. Also, as technology improves and becomes more available, it is easier to implement more and more examples of different cultures into each lesson.” Then, I asked Ms. S, “Were there certain topics that were avoided that you could have addressed concerning multiculturalism from the last reading story? If so, what topics were they and why were these avoided?” Ms. S answered, “No, none were avoided.” I then asked, “Were there certain topics that were addressed concerning multiculturalism from the last reading story? If so, what topics were they and why were these addressed?” Ms. S answered, “No topics in the last

story.” Next, I asked Ms. S “Is there anything you would like to add or share concerning the reading curriculum and critical multiculturalism?” Ms. S answered, “I believe our reading series does not cover enough multicultural topics.” I did want to ask Ms. S a few more questions. I then asked, “Do you think that a more in-depth college level course in the application of critical multiculturalism is necessary for pre-service teachers?” Ms. S answered, “Maybe covering this area while in the reading block in college more in depth in the future.” The next follow up question that I asked Ms. S, “What about PD concerning this topic for teachers that are already in the field?” I believe that PD would be beneficial. Once employed, I think it’s important for schools to provide additional resources for teachers to incorporate more diverse cultures. I know from my experience as a librarian, if the school does not provide some type of funding for the purchase of these additional materials, since there is no library funding. It’s very hard to meet all of the needs.”

School C: Ms. J

The third teacher that I interviewed was Ms. J from School C. I asked Ms. J to tell me about herself and she replied, "I am from Birmingham, Alabama. I am twenty-five years old and I am not married." The next question I asked was, "What is your educational background?" Ms. J replied, "I have a B.S. degree in Elementary Education and a Master's in Elementary Education from JSU." I then asked, "How would you describe your educational experiences when you were in school particularly in the area of reading?" The answer from Ms. J was, "I have always had a love for reading. I had good experiences with reading in school." "What would you consider to be your philosophy of education?" was my next question, "I love to see the smiles on children faces while they are learning. It is up to me to inspire him or her to learn." I then asked Ms. J, "How long have you been a teacher?" Ms. J replied, "Three years." I asked Ms. J, "How many years have you taught 4th grade reading?" Ms. J's answer was, "One." My next question for Ms. J was, "What other grades and/or subjects have you taught?" She replied, "I taught History and Science both in the fourth grade." I wanted to know about Ms. J's strengths and weaknesses. So I asked her, "What are your strengths and weaknesses as an educator?" Her response was, "A huge strength of mine is student engagement. I use new strategies in my lessons often." As far as a weakness, Ms. J replied, "I guess knowing how to motivate the students." Next, I asked, "How have you changed as an educator over the years?" Ms. J replied, "How to use strategies that are fun and engaging for students." I then asked, "What do you believe is the current state of affairs in education?" The reply given by Ms. J was, "I believe changing the way that teachers are evaluated is one topic that needs to be addressed." I followed up with, "What do you mean?" Ms. J answered, "Teachers being assessed based off of their performance and student performance."

Next, I asked Ms. J, "I would love to know your analysis of multiculturalism within the current fourth grade reading curriculum." She responded, "Elementary classrooms are much more diverse and the fourth grade reading curriculum does an excellent job with integrating stories that show diversity." Next, I asked, "On a scale of 1-10, with 10 being the highest, what level of multiculturalism is offered to fourth grade students via the current reading curriculum?" Ms. J answered, "Five." I asked Ms. J, "Do you think that exposing students to multiculturalism is important?" Ms. J responded, "Yes." I asked, "Why?" Ms. J answered, "Well, I want people to be aware of other cultures and not be afraid to ask questions. I want it to be comfortable. Like, when me and my friends go to the beach 'Are you going to put on sunscreen?' and I'm like 'Yeah, I burn'. They are always intrigued and I'm very open. I want people to ask me questions. I ask stuff like 'Why do you wash your hair every day?' Because we want the oil. So, I wash my hair every week and a half. Like some people ask me why I wrap your hair at night and I tell them to keep it straight. So, it's a whole ordeal." I then asked Ms. J, "What do you think is the most influential factor in creating multicultural opportunities for students within the confines of the fourth grade reading curriculum?" Ms. J replied, "Allowing students to accept one another." The next question that I asked Ms. J, "Do you believe that most parents are comfortable with their children participating in open dialogue and discussion concerning critical multiculturalism within the classroom setting?" Ms. J replied that, "I believe most parents are reluctant of dialogue and discussion concerning critical multiculturalism because most people thought processes are different from one another." Next, I asked, "What do you believe is the difference between multiculturalism and critical multiculturalism?" Ms. J responded, "I believe the difference between multiculturalism and critical multiculturalism stems from gender and race."

The next thing I asked was, “How do you think the current fourth grade reading curriculum addresses issues concerning race and ethnicity?” Ms. J answered, “I think the fourth grade reading curriculum does an excellent job with addressing issue regarding race and ethnicity because many of the reading stories are diverse like *Pedro Puts on a Play and Danitra Brown Leaves Town.*” The next question that I asked was, “How do you think the current fourth grade reading curriculum addresses issues concerning gender?” Ms. J said, “I think it does a good job.” The next question I asked was, “Are there any standards or objectives that address multiculturalism within the Alabama Course of Study or the College and Career Ready Standards?” Ms. J responded, “RL 1, 2, 3, 4, 5, 8, 9.” I then asked, “Is there anything else you would like to share or add?” Ms. J answered, “No.”

The second interview session that I conducted with Ms. J began by me asking her, “How would you describe multiculturalism?” Ms. J responded, “Multiculturalism can be broken down into diverse categories such as ethnicity, race, gender, and culture. Multiculturalism plays a huge part in the way people perceive things. It is extremely important that multiculturalism is embraced instead of being frowned upon.” The next question that I had for Ms. J was, “What do you think is meant by critical multiculturalism and is that the same as vulgar or managed multiculturalism?” Ms. J replied, “I think critical multiculturalism is being able to decipher what's important in society. When something is considered critical, it is being looked at very closely.” I then asked, “In the first interview, you described your philosophy of education as *I love to see the smiles on children faces while they are learning. It is up to me to inspire him or her to learn.* How does this apply to critical multiculturalism?” Ms. J replied, “It is important that teachers provide a classroom that is beneficial to learning. Teachers have to be willing to get

to know their students on the inside and out. Discovering diversity takes effort.” Then, I asked, “How do you believe you developed your philosophy of education? Has this changed over the years?” Ms. J replied, “My philosophy of education came from one of my teachers that I admired in high school. She was always positive. It is extremely hard to understand what a teacher goes through until you are blessed with your own classroom.” Next, I asked, “Whose responsibility is it to ensure critical multiculturalism is immersed within the fourth grade reading curriculum?” Ms. J responded, “Mine”. Next, I asked Ms. J, “How do you feel about the last reading story and resources that were used with your fourth grade reading class and the relationship concerning multiculturalism?” Ms. J responded, “I feel like the sources used for our last reading story was beneficial for my students. I have enjoyed tying in different reading strategies into my lessons.” Next, I asked, “When planning a lesson or reading selection, how important has addressing the issues surrounding multiculturalism been in the past for you as an educator? Has this changed? Will it continue to change? If so, how and why?” Ms. J responded, “When I plan lessons for my students, I am able to decide between what’s important. Over time, I have learned that reading is a special way of communicating.” The next question that I asked Ms. J was, “Were there certain topics that were avoided that you could have addressed concerning multiculturalism from the last reading story? If so, what topics were they and why were these avoided?” The response given by Ms. J was, “Last week, we read a story from Lesson 6 called, *On the Banks of a Plum Creek*. It was Historical Fiction and was about a pioneer family that settled in Minnesota during the early 1800’s. I explained to my students that many pioneers lived in other parts of the upper Midwest and they lived on farms that were far from other people.” Next, I asked, “Were there certain topics that were addressed concerning multiculturalism from the last reading story? If so, what

topics were they and why were these addressed?” Ms. J replied, “Our Lesson Six reading story called, *On the Banks of Plum Creek* addressed important factors that contributed to multiculturalism. My students learned that pioneers grew or raised most of their food. Pioneers also had to save up food and supplies for the winter. Children in this decade began helping their parents at a young age, because there was a lot of work to be done. My students were given the opportunity to find out what life was like back then.” I asked Ms. J “Is there anything you would like to add or share concerning the reading curriculum and critical multiculturalism?” Ms. J replied, “I believe that all children have exceptional strengths and preferred learning styles. Being an effective reading teacher is necessary. Students are actively engaged in lessons when they are able to connect real world situations to what they are reading about.”

School C: Ms. G

The next teacher I interviewed was Ms. G from School C. I first asked Ms. G, “Tell me about yourself.” Ms. G responded, “I am married with two boys.” I then asked, “What is your educational background?” Ms. G replied, “I graduated from Saks High School and Jacksonville State University.” I asked Ms. G next, “How would you describe your educational experiences when you were in school particularly in the area of reading?” She replied, “I was always a good reader. I love reading and still do.” I asked Ms. G, “What would you consider to be your philosophy of education?” She replied, “It would be to be student- centered, teach to all levels, differentiate, all students can be successful.” Next, I asked Ms. G, “How long have you been a teacher and how many years have you taught 4th grade reading?” Ms. G replied, “23 years and 4 years.” Next, I asked, “What other grades and/or subjects have you taught?” Ms. G responded, “1st, 2nd, and 3rd grade; all subjects.” Next, I wanted to know about Ms. G’s strengths and weaknesses. So, I asked, “What are your strengths and weaknesses as an educator?” Ms. G replied, “My strengths are that I am knowledgeable about my subject matter, a leader, concern for students, and data driven. My weaknesses are technology.” The next question that I asked Ms. G was, “How have you changed as an educator over the years?” Ms. G’s response was, “I think teaching several grades gives you the big picture; I know where they have been and where they are going.” The next question I asked was, “What do you believe is the current state of affairs in education?” The answer was, “I think we put the cart before the horse. For example, when we begin a new course of study it should start with the kind of class and implement each year, too many gaps.” Next, I asked, “I would love to know your analysis of multiculturalism within the current fourth grade reading curriculum.” The answer by Ms. G was, “Harcourt is

filled with multicultural stories, but they are all superficial.” I then asked, “On a scale of 1-10, with 10 being the highest, what level of multiculturalism is offered to fourth grade students via the current reading curriculum?” The answer was, “4- superficial.” Next, I asked, “What do you think is the most influential factor in creating multicultural opportunities for students within the confines of the fourth grade reading curriculum?” She replied, “Our reading series- Alabama History.” The next question that I asked Ms. G was, “Do you believe that most parents are comfortable with their children participating in open dialogue and discussion concerning critical multiculturalism within the classroom setting?” The response given by Ms. G was, “I don’t think they would completely understand. I think parents believe some subjects are taboo- i.e.... sexual orientation and certain religions. When I taught Alabama History and you talk about the slaves and talk about the south and how the south had slaves and the north didn’t. They (students) became very anti-south, believers which upsets parents because they’re strong believers, but you have to tell kids that’s because that is the way that they were raised. I was very torn over this whole topic. I think that it’s important for them to know. I want them to understand. My granddaddy was not a bad person. That’s just the way he was taught and raised. Like we think that sweet tea is like everything, but if you go up north you can’t find sweet tea anywhere. It’s just the way we were raised and so parents don’t completely understand like if we started talking about sexual orientation or if we had a story in our book with a gay character it would be upsetting. As a parent, I would be upset because of our culture it’s not commonly accepted.” I then asked, “What do you believe is the difference between multiculturalism and critical multiculturalism?” Ms. G answered, “How do you think the current fourth grade reading curriculum addresses issues concerning race and ethnicity?” Ms. G answered, “It does a good job

of showing different cultures, but not in depth studying.” The next question was, “How do you think the current fourth grade reading curriculum addresses issues concerning gender?” The answer was, “Limited but okay.” I then asked Ms. G, “Are there any standards or objectives that address multiculturalism within the Alabama Course of Study or the College and Career Ready Standards?” She answered, “Yes, RL 4.2, 4.8.” I finally asked, “Is there anything else you would like to share or add?” Ms. G asked, “No.”

For the second interview with Ms. G, I began by asking, “How would you describe multiculturalism?” Ms. G responded by saying, “Different types of cultures, beliefs, and traditions and different ways of life.” Next, I asked, “What do you think is meant by critical multiculturalism and is that the same as vulgar or managed multiculturalism?” The answer was, “Critical multiculturalism means practicing their cultural beliefs to the fullest extent...almost to the point of excluding others’ beliefs. Managed multiculturalism is to acknowledge the other cultures.” Next, I asked, “In the first interview, you described your philosophy of education as *being student centered, to teach all levels, differentiate, and all students can be successful*, how does this apply to critical multiculturalism?” The answer was, “As an educator we should strive to meet all the different needs and levels of understanding and bring all of the cultural beliefs to the forefront and make all of the students feel all a part of the school.” The next question was, “How do you believe you developed your philosophy of education? Has this changed over the years? Tell me more about if you believe that your philosophy of education will continue to change and what the reasons are behind this change, if any.” The answer was, “I developed my philosophy of education initially during college, and then it really developed as I was in the classroom. Your philosophy of education should change every year. Just as the curriculum

changes, we all need to change along with it.” I then asked, “Whose responsibility is it to ensure critical multiculturalism is immersed within the fourth grade reading curriculum?” The answer was, “The teachers...mine. The teacher is the key to success.” The next question was, “How do you feel about the last reading story and resources that were used with your fourth grade reading class and the relationship concerning multiculturalism?” The answer was, “The resources that go along with the story can be a way of involving students who may not be familiar with the main selection.” I then asked, “When planning a lesson or reading selection, how important has addressing the issues surrounding multiculturalism been in the past for you as an educator? Has this changed? Will it continue to change? If so, how and why?” The answer given by Ms. G was, “I think it has changed drastically from year to year due to the different races that are more prevalent in the area in order to gain freedom and wealth.” The next question that I asked Ms. G was, “Were there certain topics that were avoided that you could have addressed concerning multiculturalism from the last reading story? If so, what topics were they and why were these avoided?” The reply was, “Nothing was avoided. I take every opportunity to give children that are different or unique time to show how they are special.” I then asked, “Were there certain topics that were addressed concerning multiculturalism from the last reading story? If so, what topics were they and why were these addressed?” The answer given by Ms. G was, “There are stories in our reading stories that deal with multiculturalism and the global world.” The final question was, “Is there anything you would like to add or share concerning the reading curriculum and critical multiculturalism?” She answered, “No.”

School C: Ms. T

The next teacher that I interviewed was Ms. T from School C. I asked Ms. T to tell me about herself and she replied, “I am a nineteen year veteran teacher. Teaching is my second career; my B.A. is in Business Administration. I am a wife, mom, teacher, and volunteer.” I then asked, “What is your educational background?” Ms. T answered, “B.A. in Business Administration and a MS in Elementary Education.” I asked Ms. Norton to describe her educational experiences when she was in school, particularly in the area of reading and she replied, “I had great reading experiences in school.” The next question was, “What would you consider to be your philosophy of education?” Ms. T’s answer was, “All students can learn and set high expectations. Expect and accept only the best.” I asked Ms. N how long she had been a teacher and she told me, “Nineteen years”. I followed up with, “How many years have you taught 4th grade reading?” Ms. T replied, “One.” I then asked, “What other grades and/or subjects have you taught?” Ms. T answered, “I taught second grade for nine years. I did first, second, and third grade reading interventionists for one year, first grade for three years, and fourth grade for six years.” I asked Ms. T, “What are your strengths and weaknesses as an educator?” Ms. T answered, “Organization and classroom management are my strengths and neatness, creativity, and patience are my weaknesses.” I asked Ms. T, “How have you changed as an educator over the years? Ms. T answered, “More willing to give students responsibility and data driven instruction.” I then asked, “What do you believe is the current state of affairs in education?” The reply given by Ms. T was, “What do you believe is the current state of affairs in education?” Ms. T responded, “Too many programs, not enough discipline, too much political correctness.” Next, I asked, “I would love to know your analysis of multiculturalism within the

current fourth grade reading curriculum.” Ms. T responded, “I believe it is very well covered in our book. The exposure to other nationalities, customs, and locations is good.” Then, I asked, “On a scale of 1-10, with 10 being the highest, what level of multiculturalism is offered to fourth grade students via the current reading curriculum?” She replied, “9.” The next question that I asked Ms. T was, “What do you think is the most influential factor in creating multicultural opportunities for students within the confines of the fourth grade reading curriculum?” Ms. T replied, “Stories that share culture and customs. Even the intervention books include them.” I followed up with, “Do you remember having a course in college about multiculturalism?” She answered, “No, it was just a topic we covered.” Next, I asked, “Do you believe that most parents are comfortable with their children participating in open dialogue and discussion concerning critical multiculturalism within the classroom setting?” Ms. T responded, “The deeper meaning may make it uncomfortable for some students to understand.” I then wanted to know, “What do you believe is the difference between multiculturalism and critical multiculturalism?” The answer that I received from Ms. T was, “Multiculturalism is a way of touching on the topic and critical multiculturalism is a much deeper and meaningful way to discuss differences.” I then asked, “How do you think the current fourth grade reading curriculum addresses issues concerning race and ethnicity?” Ms. T replied, “There are very few issues with discrimination that are insightful and good for discussions. We address them in Alabama History and read aloud books such as The Watson’s Go to Birmingham.” This prompted me to ask Ms. T, “Do you remember in the story *Pedro Puts on a Play* and the class activity the teacher requires her class to do? What did you think about that?” Ms. T replied, “It was shallow and the teacher needs help. All we got was a quick overview, just like with our special education students. We could

have training in how to deal with special education students every single day and it couldn't help." I then asked, "How do you think the current fourth grade reading curriculum addresses issues concerning gender?" Ms. T responded, "It seems nondescript and doesn't make much of a difference." Next, I asked, "Are there any standards or objectives that address multiculturalism within the Alabama Course of Study or the College and Career Ready Standards?" The response given by Ms. T was, "There is analyzing the author's purpose and perspective in literature." Next, I asked, "Is there anything else you would like to share or add?" She replied, "No."

The second interview with Ms. T began with, "How would you describe multiculturalism?" Ms. T replied, "The study or exposure to cultures other than your own." The next question that I asked was, "What do you think is meant by critical multiculturalism and is that the same as vulgar or managed multiculturalism?" Ms. T responded, "Critical is a much deeper level of addressing and connecting to people." Next, I asked, "In the first interview, you described your philosophy of education as, '*All students can learn and set high expectations. Expect and accept only the best.*' how does this apply to critical multiculturalism?" Ms. T replied, "I have high expectations and accept only the best." Next, I asked, "How do you believe you developed your philosophy of education? Has this changed over the years? Tell me more about if you believe that your philosophy of education will continue to change and what the reasons are behind this change, if any." The response given by Ms. T was, "Yes, I am no longer a rote only teacher. I see the benefits of OGAP and AMSTI strategies in making better learners." I then asked, "Whose responsibility is it to ensure critical multiculturalism is immersed within the fourth grade reading curriculum?" Ms. T replied, "Of course, the teacher is responsible for covering all standards in the course of study. However, the curriculum team at the district level

should ensure the teachers are supplied with the necessary tools and training to ensure the standards are taught appropriately to the students.” The next item that I asked was, “Were there certain topics that were avoided that you could have addressed concerning multiculturalism from the last reading story? If so, what topics were they and why were these avoided?” Ms. T replied, “No.” This led me to the next question, “Were there certain topics that were addressed concerning multiculturalism from the last reading story? If so, what topics were they and why were these addressed?” The response that I received from Ms. T was, “Different cultures being shared in class.” I then asked, “Is there anything you would like to add or share concerning the reading curriculum and critical multiculturalism?” Ms. T replied, “The new CCRS are new and very deep. Perhaps with the proper PD the teachers could bring the critical multicultural atmosphere and discussions into the classroom.” I had a few follow up questions for Ms. T. The first one was, “Do you all think that a more in-depth college level course in the application of critical multiculturalism is necessary for pre-service teachers?” The response given was, “I think a full course is a bit too much because there are other much more practical classes that need to be taught and they are expensive for the students.” I then asked, “What about PD concerning this topic for teachers that are already in the field?” Ms. T replied, “I think PD for teachers is more useful.”

School C: Ms. W

The interview was Ms. W from School C. I asked Ms. W to tell me about herself. She replied, "I'm married with three children. I am a fourth grade teacher who loves teaching and math and reading." I then asked about her educational background, "I have a B.S. Elementary Education." I then asked Ms. W, "How would you describe your educational experiences when you were in school particularly in the area of reading?" She replied, "I loved school and reading." Next, I asked, "What would you consider to be your philosophy of education?" The answer received from Ms. W was, "We are here to foster the child's learning in all areas starting from where they are and bringing them as far as possible." Next, I asked, "How long have you been a teacher?" The answer that I received was, "24 years." Then, I asked, "How many years have you taught 4th grade reading?" Ms. W stated, "20 years." I then asked Ms. W, "What other grades and/or subjects have you taught?" She replied, "1st, 2nd, and 3rd grade; all subjects." I asked Ms. W, "What are your strengths and weaknesses as an educator?" She replied, "My strengths are with math and able to break it down for the student to understand and my weaknesses are I need more time to be able to do my job the way that I want to do it." The next question that I asked was, "How have you changed as an educator over the years?" The response Ms. W gave was, "I have learned that you never stop learning." The next question that I had for Ms. W was, "What do you believe is the current state of affairs in education?" She replied, "Parents need to focus more on their children and their needs." I then asked, "I would love to know your analysis of multiculturalism within the current fourth grade reading curriculum." Ms. W replied, "I think the reading curriculum barely touches the surface." I then asked, "Do you think that it is important that we include multicultural education for students?" She answered,

“Yes. They need to know about the world around them. My daughter taught at Constantine Elementary School and she brought her two girls with her to the fall festival. The one thing that blew her mind was the kids in her class wanted to touch the two girls’ hair. It was a whole different world. Those kids (at Constantine) live in a three block radius.” The next question was, “On a scale of 1-10, with 10 being the highest, what level of multiculturalism is offered to fourth grade students via the current reading curriculum?” She answered, “Four”. The question posed to Ms. W was, “What do you think is the most influential factor in creating multicultural opportunities for students within the confines of the fourth grade reading curriculum?” Ms. W replied, “Investigating reading outside of an assigned textbook.” I then asked, “Do you believe that most parents are comfortable with their children participating in open dialogue and discussion concerning critical multiculturalism within the classroom setting?” Ms. W answered, “It depends on the topic. For example, Mrs. (X) taught history and I remember the year the newspaper contacted her because she and her class had researched the civil war to the point that she found out that a lot of the same things that happened in the south during the Civil War happened in the north, but they let go of some of the things before we did. You know what I’m saying? But she would talk about the whole spectrum and it brought it into the light. But yeah, as far as being a parent or a grandparent we’d probably be upset.” The next question was, “What do you believe is the difference between multiculturalism and critical multiculturalism?” She answered, “Multiculturalism is the cultural influence as a whole and critical pertains to a particular topic.” I followed up with, “Do you think that colleges prepare pre-service teachers to teach students in a manner that is authentic when it comes to multiculturalism?” She answered, “No, it’s a lot further than just the language barriers and stuff like that which is really the focus

in college elementary education courses that are offered for pre-service teachers.” I asked Ms. W, “How do you think the current fourth grade reading curriculum addresses issues concerning race and ethnicity?” She answered, “It just skims the surface.” I then asked, “How do you think the current fourth grade reading curriculum addresses issues concerning gender?” She replied, “It’s all very predictable.” “Are there any standards or objectives that address multiculturalism within the Alabama Course of Study or the College and Career Ready Standards?” was then next question that I asked. She answered, “To expose students and study multiculturalism.” I then asked, “Is there anything else you would like to share or add?” She replied, “No.”

The second interview that I conducted with Ms. W began with, “How would you describe multiculturalism?” She answered, “Finding the underlying meanings and topics being discussed in stories.” I asked next, “What do you think is meant by critical multiculturalism and is that the same as vulgar or managed multiculturalism?” Critical multiculturalism is about a particular topic” was her answer. I then asked, “In the first interview, you described your philosophy of education as *‘We are here to foster the child’s learning in all areas starting from where they are and bringing them as far as possible’*, how does this apply to critical multiculturalism?” She responded, “As a teacher I need to make sure the students are aware of various forms of culture and multiculturalism.” Next, I asked, “How do you believe you developed your philosophy of education? Has this changed over the years?” She replied, “Through experience I have learned to focus on the needs of students on an individual and collective basis.” Next, I asked, “Whose responsibility is it to ensure critical multiculturalism is immersed within the fourth grade reading curriculum?” She replied, “The teacher.” Then, I asked, “How do you feel about the last reading story and resources that were used with your fourth grade reading class and the relationship

concerning multiculturalism?” She answered, “All very common and predictable.” I then asked, “When planning a lesson or reading selection, how important has addressing the issues surrounding multiculturalism been in the past for you as an educator? Has this changed? Will it continue to change? If so, how and why?” She answered, “It is if we expect our students to understand the world around them.” I asked her the next question, which was, “Were there certain topics that were avoided that you could have addressed concerning multiculturalism from the last reading story? If so, what topics were they and why were these avoided?” She answered, “There weren’t any topics that I avoided.” I asked her next, “Were there certain topics that were addressed concerning multiculturalism from the last reading story? If so, what topics were they and why were these addressed?” She answered, “None.” The last question that I had for Ms. W was, “Is there anything you would like to add or share concerning the reading curriculum and critical multiculturalism?” She answered, “No.”

School C: Ms. R

The first teacher that I interviewed was Ms. R from School C. I asked Ms. R to tell me about herself. She replied, "I am single and 22 years old. I teach 4th grade and am the Jr. High Volleyball coach." I then asked, "What is your educational background?" She answered, "B.S. Elementary Education and I am currently finishing my masters in elementary education from JSU." I then asked, "How would you describe your educational experiences when you were in school particularly in the area of reading?" She answered, "I was given a story to read and vocabulary to memorize. AR was pushed in an overwhelming way." I then asked her, "What would you consider to be your philosophy of education?" She answered, "The students are the priority. Each student is different and their needs should be addressed." Then, I asked, "How long have you been a teacher?" She answered, "I am beginning my second year." I then asked, "How many years have you taught 4th grade reading?" She answered, "This is my second year." Next, I asked, "What other grades and/or subjects have you taught?" The next question was, "Last year I taught social studies and science in the fourth grade." I then asked, "What are your strengths and weaknesses as an educator?" She answered, "I relate well with kids. I am strong in student engagement, I love interacting with people. I am very flexible and detailed. "What are your weaknesses as an educator?" I asked. She responded, "Time gets away from me during a lesson." Then, I asked, "How have you changed as an educator over the years?" She replied, "Deeper knowledge of content in certain and better at differentiation areas." Next, I asked, "What do you believe is the current state of affairs in education?" She responded, "Uncertainty. I feel like no one ever knows about the budget, standards, and regulations with certainty because of the politicians." I then asked, "I would love to know your analysis of multiculturalism within

the current fourth grade reading curriculum.” She answered, “From what I know our book incorporates it to an extent. There are multiple genders, races, and cultures addressed, however the book is shallow.” The next question was, “On a scale of 1-10, with 10 being the highest, what level of multiculturalism is offered to fourth grade students via the current reading curriculum?” She answered, “Eight.” Next, I asked, “What do you think is the most influential factor in creating multicultural opportunities for students within the confines of the fourth grade reading curriculum?” She answered, “Teacher.” I then asked, “Do you believe that most parents are comfortable with their children participating in open dialogue and discussion concerning critical multiculturalism within the classroom setting?” She answered, “It depends on the parent and how strong their beliefs are and two if you’re pushing it on the kids or just trying to address a topic or if you try to make them see things your way. I also believe it depends on if topics and beliefs are pushed on them, for example, religion. I don’t want anybody to be teaching anybody in my family the Muslim religion. That’s hard for us to break, especially in the Bible belt. We are very much embedded in certain ways.” I then asked, “What do you believe is the difference between multiculturalism and critical multiculturalism?” She replied, “Critical multiculturalism is more than just the base layer of multiculturalism. It covers more topics in depth.” Next, I asked, “How do you think the current fourth grade reading curriculum addresses issues concerning race and ethnicity?” She replied, “The stories do not stick to one race and one culture.” Then, I asked, “Do you remember the story entitled *Justin and the Best Biscuits*, when Justin’s asks his grandfather if he knew any black cowboys?” She responded, “Yeah, that was very random and thrown in there when it did not fit.” The next item that I asked was, “How do you think the current fourth grade reading curriculum addresses issues concerning gender?” She answered,

“There are multiple stories with different genders. Also, the stories have the girls doing things that most people associate with boys, like playing baseball.” Next, I asked, “Are there any standards or objectives that address multiculturalism within the Alabama Course of Study or the College and Career Ready Standards?” She answered, “AL 4.8 (RL 4.9)” I then asked, “Is there anything else you would like to share or add?” She answered, “No”.

The second time that I interviewed Ms. R I began with, “How would you describe multiculturalism?” Ms. R replied, “Multiculturalism addresses many cultures, races, and ethnicities.” Then, I asked Ms. R, “What do you think is meant by critical multiculturalism and is that the same as vulgar or managed multiculturalism?” She answered, “Critical multiculturalism covers deep topics of multiculturalism. It is different that managed multiculturalism which addresses the status quo forms of multiculturalism.” Next, I asked, “In the first interview, you described your philosophy of education as (I used a quote or summary of the answer that was given by the potential subject in the first interview), how does this apply to critical multiculturalism?” She responded, “I feel that all students’ needs should be addressed. However, with me just being a new teacher the question of how has your philosophy changed over the years is hard because I have only been teaching for two years.” Then, I asked, “How do you believe you developed your philosophy of education? Has this changed over the years?” She replied, “I developed my philosophy from my own beliefs as well as from the ideas that were taught to me at JSU. Some ideas will always stay the same, but time will tell with other ideas.” Then, I followed up with, “Do you remember having a class about multiculturalism in college?” She answered, “We had a total ELL class. We had one that covered how to teach Hispanics but it mainly focused on ELLs but instead of it being critical it was like okay let’s address Spanish and

that was it. Even with gender, boys and girls you'll ask each other questions and you'll see stuff differently while trying to understand both ideas. We had this class at JSU, I can't remember the number but we had a whole book it was like how to address English language Learners but with Hispanics being more dominant in this area that was the main coverage like how do I deal with Hispanics. It wasn't like how do I deal with what if we have somebody move in that wasn't Spanish. It wasn't that basic base layer of what we're used to doing and not anything more so we really didn't get trained a lot on." Then, I moved onto, "Whose responsibility is it to ensure critical multiculturalism is immersed within the fourth grade reading curriculum?" She replied, "The teacher and to some extent the creators of the standards." I asked her next, "How do you feel about the last reading story and resources that were used with your fourth grade reading class and the relationship concerning multiculturalism?" She answered, "I failed to incorporate culture into the story." I then asked, "When planning a lesson or reading selection, how important has addressing the issues surrounding multiculturalism been in the past for you as an educator? Has this changed? Will it continue to change? If so, how and why?" She answered, "Not as important as it should. It hasn't changed this year and I hope to learn to implement it more once I feel completely confident in the classroom as well as confident in how to address certain cultures and issues." Next, I asked, "Were there certain topics that were avoided that you could have addressed concerning multiculturalism from the last reading story? If so, what topics were they and why were these avoided?" She responded, "Yes, Spanish culture; they were avoided because of time. Also, I do not have any Spanish students." The next thing that I asked Ms. R was, "Were there certain topics that were addressed concerning multiculturalism from the last reading story? If so, what topics were they and why were these addressed?" She replied,

“The students were vaguely introduced to the fact that the Spanish culture uses puppets.” Next, I asked, “Is there anything you would like to add or share concerning the reading curriculum and critical multiculturalism?” She answered, “No.” I followed up with, “Do you think that more attention needs to be given to this topic and is needed in teacher preparation programs?” She answered, “Yes, we addressed it somewhat and we had a literature class but some stuff was addressed on a base layer. It was stuff like if you wanted to address multiculturalism in reading with a Spanish story you could bring in a piñata or bring in this and nothing where you learned about the culture.”