Integrating multicultural literature into the curriculum at Pyne Poynt Family School, Camden, New Jersey

Corlette D. Mays, Rowan University

Date Approved
4-21-1997

Embargo Period
8-26-2016

Document Type
Thesis

Degree Name
M.A. in School and Public Librarianship

Department
Special Educational Services/Instruction

College
College of Education

First Advisor
Levy, Lynne

Subject(s)
Pyne Poynt Family School Library (Camden, N.J.); African Americans--Library resources--New Jersey--Camden; Hispanic Americans and libraries--New Jersey--Camden; Multicultural education

Disciplines
Library and Information Science

Abstract
This thesis documents the importance of multicultural literature in educational environments and provides strategies for implementing the literature into the curriculum. Without the knowledge and the background of what's available in this particular genre and how it can used effectively, integration of materials into the curriculum cannot occur.

The African American and Hispanic American bibliographies were developed from the materials in the Pyne Poynt Family School Library to be used as teaching tools for the staff when developing resource based units of instruction and assignments. With this awareness, usage of the multicultural materials in the collection should increase over a period of time by the staff and student body.

Recommended Citation
https://rdw.rowan.edu/etd/2085

calls for new attitudes, new approaches, and a new dedication to laying the foundation for the transformation of society. In addition, Gorski (2010a) argues that multicultural education is designed to develop citizens in democratic soci-ety by considering the needs of all students. The multicultural curriculum should be a continuous study of the cul-tures, historical experiences, social real-ties, and existential conditions of ethnic and cultural groups, including a variety of racial compositions. The multicultural curriculum should help students to view and interpret events, sit-uations, and conflict from diverse ethnic and cultural perspectives and points of view. HASAN AYDIN. It incorporates positive racial eccentricities into the classroom atmosphere. Implementing multicultural curriculum into whole school programs is also an issue for teachers in totally Caucasian classrooms. Jones and Derman-Sparks (1992) and Ramsey (1982) argue that multicultural education often fails to its mission because of the above unexamined beliefs held by teachers and administrators. Teachers have really important role in integrating multicultural education into their classroom, and have influence over the curriculum with his or her values, perspectives, and teaching...
styles (Banks, 1993). A teacher's behavior in the classroom is a key factor in helping all students reach their potential, regardless of gender, ethnicity, age, religion, language, or exceptionality.