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**IDENTIFIERS** 

Third World

#### ABSTRACT

The evaluative criteria described in this document are as follows: (1) criterion for analyzing ethnic bias in textbook illustrations, films, and filmstrips; (2) criterion for content analysis of text books for ethnic bias relative to cultural pluralism; and, (3) criterion for content analysis of text books for ethnic bias relative to contributions. Criterion one concentrates on whether or not Third World people are present in illustrations, films, and filmstrips and whether Third World people are portrayed as person with dignity, in leadership roles, and possessing the more distinctive physical traits of their respective ethnic groups. Criterion two evaluates instructional material relative to how well it conveys that this society was and is culturally plural. The third criterion assesses the extent to which the instructional material reflects the contributions that Third World people have made to this society. Directions for scoring the criteria are provided, along with a series of 17 definitions of terms used in the document. When employed effectively in evaluating instructional material, this instrument is said to generate data which will reflect the blatant presence of ethnic bias and dramatize the critical need for the school curriculum to reflect the dignity and value of all people in the society. (Author/AM)

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Acculturation

ETHNIC BIAS

DANGER

S 9  $\infty$ 

> BIASED TEXT BOOKS HARMFUL FOR YOUR HEALTH

# CRITERIA FOR ANALYZING ETHNIC BIAS INSTRUCTIONAL MATERIAL

Multi Ethnicity

By Charles T. Williams Associate Executive Director Minority Affairs Division Michigan Education Association

DATA DEFICIT

CULTURAL PLURALISM

CONTRIBUTION + STATUS WORTH

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Inculturation

2

C Charles T. Williams 1975

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#### INTRODUCTION

It is imperative as well as meaningful that the myriad of ethnic groups in the United States see and respect each other as human beings, each with their own rich heritage and rich contribution that is invested in the totality of that which is the United States. The <u>differences</u> that are inherent culturally in the respective ethnic groups as well as the <u>likenesses</u> inherent in the concept of Americanism must be an intricate and sanctioned entity of the school curriculum.

Because school curricula generally perpetuates the myth that the highly visible minority groups contributed nothing to, but take everything from this society; because only if one or a group is perceived as having made a contribution or having achieved some status is he, she, or a group considered of worth in this society thus Contribution plus (+) Status equals (=) Worth in this society, C + S = W; because so many have had the truth embezzled; because so many have been socialized to believe that differences make a deficit; and because so many educators continue to question the essence of cultural pluralism in the school curriculum and the existence of ethnic bias in instructional material, I have developed this instrument, "Criteria for Analyzing Ethnic Bias in Instructional Material." This instrument, when employed effectively in evaluating instructional material will generate data which will reflect the blatant presence of ethnic bias and dramatize the critical need for the school curriculum to reflect the dignity and worth of all people in this society, both past and present.



#### THE EVALUATIVE CRITERIA

The criteria has three distinct sections: 1) Criteria for Analyzing Ethnic Bias in Textbook Illustrations, Films, and Filmstrips, 2) Criteria for Content Analysis of Textbooks for Ethnic Bias Relative to Cultural Pluralism, and 3) Criteria for Content Analysis of Textbooks for Ethnic Bias Relative to Contributions.

Section one of the criteria which assesses the textbook illustrations, films, and filmstrips for ethnic bias concentrates mainly on whether or not Third World people are present in the illustrations, films, and filmstrips and whether Third World people are portrayed as persons with dignity, in leadership roles, and possessing the more distinctive physical traits of their respective ethnic groups. In section two the criteria evaluates instructional material relative to how well it conveys that this society was and is culturally plural. In the third and last section, the criteria assesses the extent to which the instructional material reflects the contributions that Third World people have made to this society.

Given the acute and urgent human crisis of our times, it becomes most imperative that our educational institutions through their officials, staffs and curricula begin to interact with all children in a manner which demonstrates respect for each student and his or her cultural heritage, recognize and serve the educational needs of every student, facilitate the acquisition of survival and participating skills in this complex and human destructive society, and encourage individual and group problem solving to improve conditions of life for all persons with respect and appreciation for the rights of others. One significant beginning in this direction would be to eliminate from school use all of those instructional materials that allege to be nonfiction, but continue to tell lies about and destroy some of our American citizens. It is due to these lies that young Americans, both white and Third World, continue to grow up suffering from a "data deficit" and believing that dignity and worth are exclusive virtues of the Anglo culture.

I am hopeful that the use of this instrument will contribute to the elimination of both the data deficit and the racist instructional material that has been imposed on us all.



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#### SCORING THE CRITERIA

Each question is valued at four positive points, four negative points, or neutral. Positive points are given to those questions in each section that solicit positive evaluation responses relative to Third World people, i.e., "Occurrences of Third World People in Central Positions." Negative points are given to those questions in each section that solicit negative evaluation responses, i.e., "Occurrences of ethnically distorted or inauthentic illustrations." Neutral or no points are given to those questions that solicit evaluation responses that are considered neither positive nor negative, i.e., "Occurrences of Third World people (highly visible ethnic groups - Blacks, Latinos, Native Americans, and Asian Americans) in Illustrations." There are no neutral questions in section 3, which deals with contributions.

#### Scoring "Illustrations" - Section I

In Section I there are nine (9) positive questions - 2, 4, 6, 8, 11, 13, 14, 15, and 20; eight (8) negative questions - 3, 5, 9, 12, 16, 17, 18, and 21; and four (4) neutral questions - 1, 7, 10, and 19:

#### Point Distribution for Section I

Positive - +36

Negative - -32

Neutral - (4 questions no points)

# Scoring "Cultural Pluralism" - Section II

In Section II there are ten (10) positive questions - 2, 4, 5, 6, 7, 8, 9, 13, 15, and 16; three (3) negative questions - 10, 11, and 14; and three (3) neutral questions - 1, 3, and 12.

#### Point Distribution for Section II

Positive - +40

Negative - -12

Neutral - (3 questions, no points)

### Scoring "Contributions" - Section III

In Section III all eleven (11) questions are positive.

### Point Distribution for Section III

Positive - +44

Negative - None

Neutral - None



-3-

Overall Scoring Scale for Criteria

108 - 120 Excellent 95 - 107 Good 82 - 94 Fair 69 - 81 Poor Below 68 Very Poor

After the point totals have been computed for each type of question in each of the three sections, the negative scores should be substracted from the positive score. (The neutral questions receive no points.) The positive scores remaining after the negative scores have been subtracted should be added. This score represents the overall score and rating for the instructional material being evaluated for ethnic bias.

### Example:

Section I - Illustrations

Positive - +31
Negative - -20
Total +11

Section II - Cultural Pluralism

Positive - +27 Negative - - 7 Total +20

Section III - Contribution

Positive - +25

Section Scores

Section I +11
Section II +20
Section III +25
Total +56

A score of 56 is 68 and below, thereby this instructional material is rated very poor relative to how it treats Third World people.

(Front Page of Criteria - Upper-right hand corner)

Overall Rating

108-120 Excellent \_\_\_\_\_ 95-107 Good \_\_\_\_\_ 82-94 Fair \_\_\_\_\_ 69-81 Poor \_\_\_\_\_ Below 68 Very Poor (56)

#### DEFINITION OF TERMS

The following definitions are done to clarify the terms used in this document so as to maximize its communicativeness and reliability.

- 1. Third World People Highly visible ethnic groups Black, Latino, Native American, and Asian American.
- 2. Non-Third World People Those persons who are not members of the Third World groups.
- 3. Central position A location, point or place in the middle of a scene or situation.
- 4. Secondary position A location, point or place that is <u>not</u> in the middle of a scene or situation.
- 5. Central roles The character(s) receiving the major attention in the illustration, scene, or picture the "star."
- 6. Secondary role The character(s) <u>not</u> receiving but giving attention "supporting cast."
- 7. Ethnic authentic The true or actual physical traits of persons of an ethnic group.
- 8. Leadership roles The principal performer of a group.
- 9. Subordinate Placed in or occupying a lower class or rank.
- 10. Demeaning Reducing in esteem, quality, and worth.
- 11. Inculturation One or a group learning to understand and appreciate their own culture.
- 12. Acculturation One or a group learning to understand and appreciate another group's culture.
- 13, Dignity Being of honor and quality.
- 14. Stereotypes oversimplified opinions or judgments.
- 15. Cultural pluralism the presence of more than one culture.
  - 16. Contribution The act of bringing about a desired end.
  - 17. Indiscernible Not recognizable.



### APPENDIX A

# CRITERIA FOR ANALYZING ETHNIC BIAS IN

# TEXTBOOK ILLUSTRATIONS, FILMS AND FILMSTRIPS

	Section I	Overall Rating .
•	Charles T. Williams Minority Affairs Division Michigan Education Associatio P.O. Box 673 East Lansing, Michigan 48823	Poor
TEXTBOOK ANALYZED	:	
Title:	·	· · · · · · · · · · · · · · · · · · ·
	/	
Illustrator(s):		· · · · · · · · · · · · · · · · · · ·
Author(s):	<del></del>	
Publisher and Year: _	<del> </del>	
~ }		
Evaluator:	<del> </del>	
Date:	<del> </del>	
Positive score	· · · · · · · · · · · · · · · · · · ·	Section Scores
Negative score	. ,	Section #1
Section #1 score	<u> </u>	Section #2
• • • • • • • • • • • • • • • • • • •		Section #3
		Total



-6-

# CRITERIA FOR ANALYZING ETHNIC BIAS IN TEXTBOOK ILLUSTRATIONS, FILMS AND FILMSTRIPS

# Section I

Charles T. Williams
Minority Affairs Division
Michigan Education Association

Tot	tal Il	lustrations	<u> </u>	e .
	a.	Third World		*
	b.	Non-Third World	3	
	Ċ.	Things or Environment		
1,.		currences of Third World pe inos, Native Americans, and		isible ethnic groups - Blacks ans) in illustrations:
•	a.	Blacks	-	
	b.	Latinos		·
	e.	Native Americans		
	d.	Asian Americans		
	е.	Non-Third World	1	
		• •		
2.	Occ	currences of Third World pe	ople in central	positions:
	ä.	Blacks	a	
	b.	Latinos		
	c.	Native Americans		
	d.	Asian Americans		
	е.	Non-Third Word	•	
3.	Oce	currences of Third World pe	ople in second	ary positions:
	_	Disales	,	•
	a.	Blacks Latinos		
	b.	Native Americans		<u> </u>
	c. d.	Asian Americans		
•	a. e.	Non-Third World		· ·
	e.	Non-17tt/a wo/ta	·	
4.	Oc	currences of ethnic authenti	c illustrations	(physical characteristics):
	а.	Blacks		
	b.	•	•	
,	c.	Native Americans		
	d:	Asian Americans		
	u. e.	5 - CT 1 - 1 TA1 1 -1		



	5.	Occurrences of ethnically	distorted or i	nauthentic illustrations:
	a.	Blacks	# *	
	b.	Latinos	√′	
	С.	Native Americans		<del></del>
	d.	Asian Americans		<del></del> ,
	е.	Non-Third World		<del></del>
	f.	Indiscernible		
6.	Thi hai	rd World groups (urban,	suburban, rur	g the various life styles of the al, Afros, straight or straightened ionals, militants, conservative,
	ø	!		
	a.	Blacks		• • • •
	Ъ.			
	c.	Native Americans	,	· · · · · · · · · · · · · · · · · · ·
	d.	Asian Ameridans	,	
	<b>e.</b> '	Non-Third World	•	,
7.	Occ	urrences of Third World m	ales in illustra	ations:
	_	Placks		
	a. L	Blacks		<del></del>
		Latinos		
		Native Americans		•
	d.	Asian Americans	•	
	е.	Non-Third World		<del></del>
8.		currences of Third World e major attention in the illu		al roles (the person(s) receiving "star"):
	a.	Blacks		
	b.	Latinos	• 4	•
	c.	Native Americans		<del></del> .
	d.	Asian Americans		
	е.	Non-Third World		
9.		currences of Third World iving but giving attention -		dary roles (the person(s) not re- ast"):
	•	Blacks		÷
		Latinos	ı	
		Native Americans		
	d.	Asian Americans		
	e	Non-Third World		<del></del>
/	•			

12

10	Occ	currences of Third	World females	in illustra	itions:		
	OÇC	directs of Time	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			•	
· ·	a.	Blacks			·	· _	,
	b.	Latinos	241 , , , , , , , , , , , , , , , , ,		*	-	
	c.	Native Americans				<u> </u>	
		Ásian Americans				-	
	e.	Non-Third World	· • • • • • • • • • • • • • • • • • • •	,	-	<b>-</b>	
	٠.	Troit Triti & World			<del></del>	=	ζ.
11	O o o	urrences of Third	Morld females	in control	molog (the	norgon (g)	noodirina
11.		major attention in				·	r éceiville
	•	Dia alaa		•		•	• .
	a.	Blacks	*6			- ,	
		Latinos					
	c.				·	-	٠.
	d.	Asian Americans		٠.,	<del></del>	- ' ' .	•
	e.	Non-Third World	•			=	
•							•
`12.		urrences of Third ving but giving atto				he person	(s) not re
	a.	Blacks		-	<i>'</i>	,	*2
	b.	Latinos		1.0		<del>-</del>	
٠.	c.	Native Americans	•			- 	
	d.			*	,,	<del>-</del> .	23
-	е.					- ,	•
	••	7	v	•		<del>-</del>	
13.	0cc	currences of Third	World people i	n leaders	hip roles:	* * * * * * * * * * * * * * * * * * *	
	а.	Blacks		× .			•
•		Latinos				- "	
	c.	Native American's				_	
	d.	Asian Americans	,			<del>-</del>	
					<del></del>	_	
go con <sup>ag</sup> i	е.	Non-Third World		a.		<del>-</del>	
14.	.0c	currences of Third	World males in	leadersh	ip roles:		
	·	Dhooles		•	4		
.*.	a.	Blacks			-	<del>-</del> .	
	b.	Latinos				_	
	c.	Native Americans	•				•
	d.	Asian Americans	•				
	e.,	Non-Third World	•	,		_	•



15.	Oc	currences of Third W	orld fema	les in leac	lership or prom	inent roles:
	a.	Blacks	•			
,	b.	Latinos		•		
	c.	Native Americans	· •	,		· ·
-	d.	Asian Americans	9			· 'b
	e.	Non-Third World				
16.	Occ	currences of Third W	orld peop	le in subo	rdinate or deme	eaning (stereo-
		es) roles:	<b>-</b> -,			
k.					•	
•	a.	Blacks				•
	b.	Latinos			<del></del>	•
	c.	Native Americans				
•	d.	Asian Americans	•	<u>,</u>		
·	е.	Non-Third World	•			/ ````
			•			
17.	Occ	currences of Third W	orld male	s in subor	dinate or demea	aning roles:
	a.	Blacks	•		•	
	D.	Latinos		*		•
		Native Americans			•	
₩. :.	d.				- C	
· *Eg		Non-Third World	* *	•		
18,	Occ	currences of Third W	orld femal	es in sub	ordinate or dem	eaning roles:
		<b>D1</b> .1				
	a.	Blacks		,		•
		Latinos		* :	<del></del>	
	c.	Native Americans				
		Asian Americans				•
	e.	Non-Third World				
19.	Occ	urrences of the Thir	d World fe	amily:		•
	a.	Blacks	-	•		
•	b.	Latinos	• 72			
	c.	Native Americans .				
	d.	Asian Americans	•			
	e.	Non-Third World			•	•
,	- •	· · · · · · · · · · · · · · · · · · ·				~ "

a. Bla	cks	•	<b>.</b>	٠		<u> </u>	
b. Lati	nos *					<u> </u>	
c. Nat	ve Americans					<del>+</del>	
d. Asi	an Americans			.: -		- 47 (Mg) 4	
e. Non	-Third World		•			<u> </u>	,
	nces of the Thir	d World	family in	ı dem	eaning	g roles ç	or terms (st
1. Occurre types):	nces of the Thir	rd World i	family in	ı dem	eaning	roles (	or terms (st
types):	•	rd World i	family in	n dem	eaning	; roles (	or terms (st
	•	ed World <u>i</u>	family in	n dem	eaning	g roles (	or terms (st
types):  a. Bla b. Lat	cks nos	ed World <u>i</u>	family in	n dem	eaning	roles (	or terms (st
types): a. Bla b. Lat	cks	ed World i	family in	n dem	eaning	roles (	or terms (st
types):  a. Bla b. Lat c. Nat	cks nos	ed World <u>i</u>	f <u>amily</u> ir	n dem	eaning	roles (	or terms (st

### APPENDIX B

# CRITERIA FOR CONTENT ANALYSIS OF TEXTBOOKS FOR ETHNIC BIAS

# CULTURAL PLURALISM

Section II

Charles T. Williams
Minority Affairs Division
Michigan Education Association
P.O. Box 673
East Lansing, Michigan 48823

TEATBOOK ANALIZED.	, <b>,</b>			
				•
Title:		•		
				•
Author:	<u> </u>		·	e
	.*	•		•
Publisher and Year:	·			· -
		e de la companya della companya della companya de la companya della companya dell		· .
Evaluator:	a	# <u></u>		
		ege.		
Date:		_		• .
•		•		
Positive score	· · · · · · · · · · · · · · · · · · ·			
Negative score	·			
Section #2'score	. ,			•



# CRITERIA FOR CONTENT ANALYSIS OF TEXTBOOKS FOR ETHNIC BIAS

# Charles T. Williams Minority Affairs Division Michigan Education Association

# Cultural Pluralism (Check the appropriate line)

1.	Ack gro	nowledges the existence ups - Blacks, Latinos,	e of Third W Native Amer	orld people	(highly vi sian Ameri	sible ethnic cans).	
	а.	Blacks					
	<b>b</b> .	Latinos			- <del></del>		
		Native Americans				•	
	_	Asian Americans		<del></del>	<u></u>		
		All of the above	•	<u></u>	•	,	
		None of the above					
	¥		ş ,				
2.		nowledges Third World tures (inculturation).	people rela	ting positive	ely to their	respective	
		and the state of t			4		•
·	a.	Blacks		·			
	b.	Latinos	•	2	<u> </u>	•	
	c.	Native Americans				3	
	d.	Asian American's					
	e.	All of the above			<u> </u>		
	f.	None of the above					
3.		nowledges Third World ation).	people rela	ating to the	dominant c	ulture (accu	1-
	a.	Blacks		ŧ		•	
	b.	Latinos				•	
	c.	Native Americans .	•		·	•	
	d.	Asian Americans			<del></del>		
	e.	All of the above			<u>,</u>		
	f.	None of the above			<del></del>		4
4.	Acl	knowledges whites relat	ing positive	ly to Third	World cult	ires (accultu	ration)
	a.	Blacks	•		_		
	b.	Latinos	0	, <del>.</del> .	<del></del>		
	c.	Native Americans	•		•		
	d.	Asian Americans	•				
	e.	All of the above					
	f.	None of the above					-
	-•					2	



# Criteria for Content Analysis of Textbooks for Ethnic Bias - Cultural Pluralism

5.	Ack	nowledges one Thi	rd World g	roup relat	ing positive	ly to one	another.
	a.	Blacks				s in the	
	b.	Latinos				<del>-</del>	
		Native Americans				_ *	
		Asian Americans				z	
		All of the above			<del></del>	<del>_</del>	
	f.	None of the above					
	•··	THORIC OF LIFE GROVE	•			_ *.	
6.		nowledges Third W ld groups (urban,					
		fessionals, militants					
	_	Dlooks	4			•	•
	a.	Blacks Latinos			<del></del>	<del>-</del> 、	
		Native Americans				_	
		Asian Americans				7	
		All of the above	`		·	<u> </u>	•
		None of the above	•		<u></u>	<b>-</b> *	*
	1.	Notice of the above			<del></del>	<del>-</del> -	
7.		hasizes the worth r political philosop		of Third	World peop	le irrespe	ctive of
-11.0		portical primosop.		- 10 m			
30	a.	Blacks	; F		•		*
		Latinos	•	· and		-	
	1 =	Native Americans				_	
		Asian Americans	•		44	_	
		All of the above		•		_	
		None of the above		•	<del></del>	_	
	•	· , · e				_	
8.	Disc	usses Third World	females in	roles of c	lignitý or le	eadership.	
	a.	Blacks					
		Latinos				_	
		Native Americans				-	
		Asian Americans			·	•	
•		All of the above	•	1		-	
		None of the above	,			<b>-</b> .	
	••	THE CALL GROVE		•	,	<b>-</b>	
					at ,	•	



Criteria for Content Analysis of Textbooks for Ethnic Bias - Cultural Pluralism

9.	Discusses Third World	males in r	coles of digr	nity or leaders	ship.
•	<ul> <li>a. Blacks</li> <li>b. Latinos</li> <li>c. Native Americans</li> <li>d. Asian Americans</li> <li>e. All of the above</li> <li>f. None of the above</li> </ul>				
10.	Discusses Third World	females in	demeaning	roles or term	s (stereotypes).
	<ul> <li>a. Blacks</li> <li>b. Latinos</li> <li>c. Native Americans</li> <li>d. Asian Americans</li> <li>e. All of the above</li> <li>f. None of the above</li> </ul>				
11.	Discusses Third World	males in	lemeaning r	oles or terms	(stereotypes).
	<ul> <li>a. Blacks</li> <li>b. Latinos</li> <li>c. Native Americans</li> <li>d. Asian Americans</li> <li>e. All of the above</li> <li>f. None of the above</li> </ul>	•		,	
12.	Acknowledges the Thire	d World <u>fa</u>	mily.		**
0	<ul> <li>a. Blacks</li> <li>b. Latinos</li> <li>c. Native Americans</li> <li>d. Asian Americans</li> <li>e. All of the above</li> <li>f. None of the above</li> </ul>		,		*
13.	Discusses the Third Wo	orld family	in a role o	of dignity.	
-	<ul> <li>a. Blacks</li> <li>b. Latinos</li> <li>c. Native Americans</li> <li>d. Asian Americans</li> <li>e. All of the above</li> <li>f. None of the above</li> </ul>			· · · · · · · · · · · · · · · · · · ·	



Criteria for Content Analysis of Textbooks for Ethnic Bias - Cultural Pluralism

14.	Dis	cusses the Third World family in demeas	ning roles or terms (stereotypes)
	a. b. c. d. e.	All of the above	
15.	Util	lizes the works of Third World scholars	•
16.	f. Pro	Blacks Latinos Native Americans Asian Americans All of the above None of the above vides bibliographies of printed and multiple of the by Third World authors.	ti-media materials about and
	a. b. c. d.	Blacks Latinos Native Americans	
M/5	64/ì	ı	•

20

### APPENDIX C

# CRITERIA FOR CONTENT ANALYSIS OF TEXTBOOKS FOR ETHNIC BIAS

# CONTRIBUTIONS

Section III

Charles T. Williams
Minority Affairs Division
Michigan Education Association
P.O. Box 673
East Lansing, Michigan 48823

TEXTBOOK ANABIBED	*		•		
Title:	· · · · · · · · · · · · · · · · · · ·			<u> </u>	
Author:	,	,	_	_	_
Publisher and Year:					
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21

# CRITERIA FOR CONTENT ANALYSIS OF TEXTBOOKS FOR ETHNIC BIAS

# Charles T. Williams Minority Affairs Division Michigan Education Association

# Contributions (Check the appropriate line)

1.	Acknowledges the contributions of Third ethnic groups - Blacks, Latinos, Native to this society both past and present.	
	a. Blacks b. Latinos c. Native Americans d. Asian Americans e. All of the above f. None of the above	
2.	Acknowledges the contributions of Third past and present.	World females to this society both
	<ul> <li>a. Blacks</li> <li>b. Latinos</li> <li>c. Native Americans</li> <li>d. Asian Americans</li> <li>e. All of the above</li> <li>f. None of the above</li> </ul>	
	Acknowledges the contributions of Third past and present.	World males to this society both
	<ul> <li>a. Blacks</li> <li>b. Latinos</li> <li>c. Native Americans</li> <li>d. Asian Americans</li> <li>e. All of the above</li> <li>f. None of the above</li> </ul>	
4.	Acknowledges the contributions of Third	World explorers and trappers.
•	<ul> <li>a. Blacks</li> <li>b. Latinos</li> <li>c. Native Americans</li> <li>d. Asian Americans</li> <li>e. All of the above</li> <li>f. None of the above</li> </ul>	



Criteria for Content Analysis of Textbooks for Ethnic Bias - Contributions

<b>5.</b>	Acknowledges the contributions of Thand medicine.	nird World people in math, science
• .	<ul><li>a. Blacks</li><li>b. Latinos</li><li>c. Native Americans</li></ul>	· · · · · · · · · · · · · · · · · · ·
	<ul><li>d. Asian Americans</li><li>e. All of the above</li><li>f. None of the above</li></ul>	<del></del>
6.	Acknowledges the contributions of Th	nird World people in literature.
	<ul> <li>a. Blacks</li> <li>b. Latinos</li> <li>c. Native Americans</li> <li>d. Asian Americans</li> <li>e. All of the above</li> <li>f. None of the above</li> </ul>	
7.	Acknowledges the contributions of Th	nird World people in government.
. 5	<ul> <li>a. Blacks</li> <li>b. Latinos</li> <li>c. Native Americans</li> <li>d. Asian Americans</li> <li>e. All of the above</li> <li>f. None of the above</li> </ul>	
8.	Acknowledges the contributions of The (controversial figures included).	nird World people in social movement
	<ul> <li>a. Blacks</li> <li>b. Latinos</li> <li>c. Native Americans</li> <li>d. Asian Americans</li> <li>e. All of the above</li> <li>f. None of the above</li> </ul>	



Criteria for Content Analysis of Textbooks for Ethnic Bias - Contributions

9.	Acknowledges the contributions of ings, music, acting, etc.).	Third	World	people	in	the	arts	(paint
	<ul> <li>a. Blacks</li> <li>b. Latinos</li> <li>c. Native Americans</li> <li>d. Asian Americans</li> <li>e. All of the above</li> <li>f. None of the above</li> </ul>	•	·   		- - - -			٠
10.	Acknowledges the contributions of for the United States.	Third	World	people :	in	arm	ed co	onflict
	<ul> <li>a. Blacks</li> <li>b. Latinos</li> <li>c. Native Americans</li> <li>d. Asian Americans</li> <li>e. All of the above</li> <li>f. None of the above</li> </ul>				 - -			
11.	Acknowledges the contributions of	Third	World	people i	in	athl	etics	•
	a. Blacks b. Latinos c. Native Americans d. Asian Americans e. All of the above f. None of the above							

