

Stephan, 2004). Research also indicates that effective curricular interventions can help students develop more positive racial and gender attitudes (Banks, 2001; Stephan & Stephan, 2004). Since the intergroup education movement of the 1940s and 1950s (Trager & Yarrow, 1952), a number of investigators have designed interventions to help students develop more positive racial attitudes and values (Slavin, 2001).

Since the 1940s, a number of curriculum intervention studies have been conducted to determine the effects of teaching units and lessons, multiethnic materials, role playing, and other kinds of simulated experiences on the racial attitudes and perceptions of students. These studies, which have some important limitations and findings that are not always consistent, indicate that under certain conditions curriculum interventions can help students develop more positive racial and ethnic attitudes (Stephan & Vogt, 2004).

Despite the limitations of these studies, they provide guidelines that can help teachers improve intergroup relations in their classrooms and schools. Trager and Yarrow (1952) conducted one of the earliest curriculum studies. They examined the effects of a curriculum intervention on the racial attitudes of children in the first and second grades. In one experimental condition, the children experienced a democratic curriculum; in the other, non-democratic values were taught and perpetuated. No experimental condition was created in the control group. The democratic curriculum had a positive effect on the attitudes of both students and teachers.

White, second-grade children developed more positive racial attitudes after using multiethnic readers in a study conducted by Litcher and Johnson (1969). However, when Litcher, Johnson, and Ryan (1973) replicated this study using photographs instead of readers, the children's racial attitudes were not significantly changed. The investigators stated that the shorter length of the later study (one month compared to four), and the different racial compositions of the two communities in which the studies were conducted, may help to explain why no significant effects

were produced on the children's racial attitudes in the second study. The community in which the second study was conducted had a much higher percentage of African American residents than did the community in which the first was conducted.

The longitudinal evaluation of the television program, *Sesame Street*, by Bogatz and Ball (1971) supports the hypothesis that multiethnic simulated materials and interventions can have a positive effect on the racial attitudes of young children. These investigators found that children who had watched the program for long periods had more positive racial attitudes toward out-groups than did children who had watched the show for shorter periods.

Weiner and Wright (1973) examined the effects of a simulation on the racial attitudes of third-grade children. They divided a class into Orange and Green people. The children wore colored armbands that designated their group status. On one day of the intervention the students who wore Orange armbands experienced discrimination. On the other day, the children who wore Green armbands were the victims. On the third day and again two weeks later, the children expressed less prejudiced beliefs and attitudes.

In an intervention that has now attained the status of a classic, Jane Elliot (cited in Peters, 1987) used simulation to teach her students the pain of discrimination. One day she discriminated against the blue-eyed children in her third-grade class; the next day she discriminated against the brown-eyed children. Elliot's intervention is described in the award-winning documentary, *The Eye of the Storm*. Eleven of Elliot's former students returned to Riceville, Iowa, fourteen years later and shared their powerful memories of the simulation with their former teacher. This reunion is described in *A Class Divided*, a revealing and important documentary film.

Byrnes and Kiger (1990) conducted an experimental study to determine the effects of the kind of simulation for which Elliot had attained fame. They found that no experimental data existed on the effects of the blue-eyes-brown-eyes simulation, and that all of the evidence on the effects of