

The Abenaki of Vermont: A Living Culture. Middlebury: The Vermont Folklife Center [P.O. Box 442, 3 Court St. Masonic Hall, Middlebury, VT 05753; (802) 388-4964; web site: www.vermontfolklifecenter.org], 2002. 28 minutes, VHS. Color. Produced by Gregory Sharrow and Michael Sacca. Includes 56-page Teacher's Guide, edited by Gregory Sharrow. \$25.00 (video); \$16.95 (Teacher's Guide); \$35.00 (set).

This video, geared to students in grades 4 through 12, presents the traditions and contemporary lives of Abenaki children and adults. Beginning with an overview of the Abenaki people in Vermont, the video touches on the role of the family in transmitting cultural traditions, the importance of the natural environment, the place of Elders and children within the community, and the impact of racial discrimination as exemplified by the notorious Vermont Eugenics Survey. The video concludes on a hopeful note; despite the efforts of the Eugenics Movement (the proponents of which corresponded with Hitler and were admired by him), the Abenaki leaders express pride in their heritage and a commitment to teaching their history and traditions to a new generation.

The Teacher's Guide builds on the concepts presented in the video, with primary source documents and other supplemental readings, discussion questions, and suggestions for activities/extensions. These activities are interdisciplinary, developing skills in research, writing, and mathematics and presenting content in the sciences as well as in history and the social sciences. The guide concludes with a chapter on how to evaluate children's books for anti-Indian bias and stereotypes and extensive resource lists featuring books for all ages, audio and video recordings, web sites, and resource organizations.

Banks, James A. ***Teaching Strategies for Ethnic Studies.*** Boston: Allyn & Bacon [75 Arlington St., Boston, MA 02116], 2003. 535 pp. Seventh edition. ISBN 0-205-33720-1, \$59.00 (pb).

First published in 1975 and revised in 1979, 1984, 1987, 1991, and 1997, the latest edition of this classic textbook for preservice and inservice teachers features new scholarship from the late 1990s to the present, 2000 Census figures, and updated chapters and resource lists. Divided into five parts, the book begins by introducing concepts of multicultural education and the debates that continue to this day. The second part presents the history and educational dilemmas facing American Indians, Native Hawaiians, and African Americans. A variety of European-American groups, including Jewish Americans, make up the third part. The fourth

part offers an overview of the diverse Hispanic-American groups, and the fifth part covers Asian Americans and Arab Americans. While all chapters have undergone changes, the one on Arab Americans has been significantly revised and expanded to take into account both the growth of this group and the challenges it has faced since September 11, 2001.

Each chapter on individual ethnic groups contains a chronology, discussion questions, references, and a bibliography of recently published books for teachers and for students at all grade levels. Several chapters also list resource organizations. Appendices include an updated general chronology of American ethnic groups, a list of overview resources for teaching about cultural diversity, annotations of recommended videotapes and CD-ROMs, and lists of award-winning books. Indexed.

Bigelow, Bill and Peterson, Bob, eds. ***Rethinking Globalization: Teaching for Justice in an Unjust World.*** Milwaukee, Wis.: Rethinking Schools [1001 East Keefe Ave., Milwaukee, WI 53212; phone: (800) 669-4192; e-mail: rethink@execpc.com; web site: www.rethinkingschools.org], 2002. 396 pp. ISBN 0-942961-28-5, \$18.95 (pb).

The Rethinking Schools collections of documents and teachers' guides have for years provided important alternative perspectives on social, economic, and environmental justice issues. This latest publication offers a wealth of primary and secondary source documents on aspects of globalization. Included are reprints of newspaper articles published in the United States and abroad, poems, short stories, speeches, essays, cartoons, photographs, and charts, along with explanatory text, reproducible worksheets, discussion questions, and suggestions for activities and projects for the high school and college level.

This full-text resource guide contains six sections along with an introduction and conclusion. Individual sections explore the colonialist roots of inequality, the global economy, sweatshops, child labor, the economics of food, and culture and the media. The concluding section focuses on ways that young people can become involved in the struggle for human rights and economic justice. Following the documents is an extensive list of resources, including songs, videos, books, curricula, serial publications, and organizations and web sites.

Borrego, Diana and Pavon, Ana-Elba. ***25 Latino Craft Projects.*** Chicago: ALA Editions [50 E. Huron St., Chicago, IL 60611; phone: (866) 746-7252], 2002. 82 pp. Series: Celebrating Culture in Your Library. ISBN 0-8389-0833-0, \$30.00 (pb).

Geared to public libraries but also useful for preschools, after-school programs, and elementary school libraries and classrooms, the projects described in this volume celebrate a

variety of Latin American and Latino holidays. Among the holidays presented are Day of the Child/Day of the Book (April 30), Cinco de Mayo (May 5), Hispanic Heritage Month (September 15-October 15), Days of the Dead (November 1-2), and Christmas. For each holiday, the authors offer four or five suggested projects. The crafts range from flags to piñatas to woven *Ojos de Dios*. The book gives diagrams, cutouts, lists of materials, step-by-step instructions (in English only despite the bilingual chapter titles), variations, and a list of resources that present the cultural context for each project. The book concludes with an annotated bibliography of recommended children's titles on Latino cultures.

Burke, Ann F. and O'Sullivan, Julie C. ***Stage by Stage: A Handbook for Using Drama in the Second Language Classroom***. Portsmouth, N.H.: Heinemann [361 Hanover St., Portsmouth, NH 03801-3912; phone: (603) 4331-7894], 2002. 166 pp. ISBN 0-325-00380-7, \$20.00 (pb).

The authors, who have taught English as a Second Language in the United States and abroad, explore drama as a means of building enthusiasm and practicing skills in learning a second language. Chapters advise teachers on how to get students on their feet and performing with fluency (with a step-by-step progression of exercises), how to select texts, and how to translate the written script to the page. An appendix offers sample scripts. The scripts and activities are geared to second language classes at the secondary, college, and general adult levels.

The authors assume a high level of reticence among students, and their focus is practical, with numerous alternative activities that encourage students to take risks and use their new language. The book also contains a glossary and handouts that teach students basic drama terms, a list of additional resources, and an index.

Chicola, Nancy A. and English, Eleanor B. ***Creating Caring Communities with Books Kids Love***. Golden, Colo.: Fulcrum [16100 Table Mountain Parkway, Suite 300, Golden, CO 80403; phone: (800) 992-2908], 2002. 198 pp. ISBN 1-55591-919-7, \$17.95 (pb).

Teachers of students in kindergarten through grade six will find recommended readings and activity suggestions to teach empathy, compassion, and respect for human rights. While the focus is not specifically multicultural—books and activities address issues such as getting in touch with one's emotions, working with others, and dealing with differences of all kinds in a positive manner—diverse cultures, gender differences, and persons with disabilities are among the topics receiving special attention. Consistent with social studies curricula at the elementary level, chapters move outward from "My Self" to "My Family," "Our School," "Our Neighborhood," "Our Nation," and "Our World." Within each chapter there is a general introduction, entitled "Caring

Circle," followed by an in-depth look at one book with a number of related individual, partner, and group activities ("Caring Connections"), annotations of other books with discussion topics and activities ("Caring Corner"), and a list of resources ("Caring Collection"). Each book/activity combination is referenced to an article in the Universal Declaration of Human Rights and the Standards of the National Council on Social Studies. Indexed.

Crystal Productions [P. O. Box 2159, Glenview, IL 60025-6159; phone: (847) 657-8144; web site: www.crystal-productions.com] has released a new set in their Take 5 Art Prints series, "The Art of Sport." Jacob Lawrence's "Munich Olympic Games" is one of the five works featured in the set of laminated posters, each 18 x 24 inches. Other posters in the set with multiethnic themes are the reproduction of Red Grooms's sculpture "Fast Break," which depicts a basketball game, and Joseph Rugolo's "Mural of Sports," at the center of which is the track star Jesse Owens. The 22-page Teacher's Guide offers in-depth information about the artist and the themes of the work along with a section of suggested activities, a resource guide, definitions of key periods and styles, and an outline of the elements and principles of design. On the back of each poster is an introduction to the art piece and its themes. The set sells for \$44.00.

Ginsburgh, Judy Caplan. ***My Jewish World: An Early Childhood Music Curriculum***. New York: UAHC Press [633 Third Ave, New York, NY 10017-6778; web site: www.uahcpress.com], 2002. 88 pp. + CD. ISBN 0-8074-0844-1, \$29.95 (pb).

Twenty-five simple songs for the preschool level introduce Jewish values and Hebrew words. Included are the morning prayers "Wake Up, Sh'ma" and "Modeh Ani"; Hebrew words for parts of the body, days of the week, the seasons, and numbers from 1 to 10; and lessons on how to wash one's hands before eating, put a mezuzah on a door, and be a mensch. Along with the music and lyrics to each song is a lesson plan that describes objectives, background information to the concepts presented in the song, and related activities. Each chapter contains a list of suggested readings, appropriate for use in the preschool and primary classroom. A glossary of transliterated Hebrew and Yiddish words concludes the book, which also comes with a CD recording of the 25 songs featured.

Jones, Guy W. and Moomaw, Sally. ***Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms***. St. Paul, Minn.: Redleaf Press [450 N. Syndicate, Suite 5, St. Paul, MN 55104-4125; phone: (800) 423-8309; web site: www.redleafpress.org], 2002. 175 pp. ISBN 1-929610-25-4, \$29.95 (pb).

There are many "multicultural" teacher resource books on the market, and many classroom activity books about

Native Americans. Most are garbage. Written from an outsider perspective and purporting to teach “us” about “them,” these books encourage non-Native kids to “play Indian” by making vests out of paper bags and headdresses out of feather dusters.

It should not be necessary to have to tell teachers why counting rabbits dressed as Indians is offensive. Or why an arts and crafts book that has children re-creating sacred objects out of toilet paper rolls is insulting. Or why a book about an animated miniature Indian owned by a white child and housed in a cupboard is not a good thing.

In *Lessons from Turtle Island*, long-time educators Jones (Hunkpapa Lakota) and Moomaw (who is not Native) examine the problems, present clear alternatives, and encourage teachers to include appropriate materials and strategies to counter deeply held stereotypes about Native peoples.

Traditional teachings begin with stories; sometimes the story is the teaching. Each chapter in *Lessons* begins with heartfelt stories from the authors’ experiences. Following an introductory chapter that effectively examines the many issues and problems concerning the presentation of Native peoples in early childhood classrooms, the authors focus on five cross-cultural themes. Within these themes—children, homes, families, community, and environment—the authors discuss such issues as cultural similarities and differences and appropriate and inappropriate children’s literature and activities. For each recommended literature selection, the authors suggest ways to extend the curriculum, including activities in the areas of dramatic play, art, music, and cooking, as well as literacy, math, and social studies. An extended section includes clear guidelines for teachers in selecting class guests, print and nonprint materials, and toys; an annotated critical bibliography; and

an excellent resource list.

It is hoped that *Lessons from Turtle Island* will motivate teachers to take a careful inventory of their classrooms and think of different things to do with their recycled feather dusters, paper bags, and toilet paper rolls. Now there is no excuse.

— Beverly Slapin

Kunjufu, Jawanza. ***Black Students, Middle Class Teachers***. Chicago: African American Images [1909 West 95th St., Chicago, IL 60643; phone: (773) 445-0322; web site: www.AfricanAmericanImages.com 2002. 164 pp. ISBN 0-913543-81-0, \$15.95 (pb).

Kunjufu addresses his book to preservice and inservice teachers of all races, arguing that middle-class biases on the part of both white and black teachers have led to the miseducation of low-income black students. Drawing on research by Lisa Delpit and Gloria Ladson-Billings, Kunjufu identifies the characteristics of successful “Master Teachers” and “Coaches.” Master Teachers maintain high expectations of all students and understand their students’ difficulties outside school without making excuses for them. The teachers characterized as Coaches immerse themselves in the students’ lives and communities, in the process leaving their middle-class milieu.

Kunjufu’s language is accessible and passionate, and he maintains his focus throughout on personnel and process rather than on the content of instruction. In addition to its primary audience, the book serves as a useful guide for parents in schools with high concentrations of low-income African-American youngsters; in fact, an entire chapter is devoted to the parent-teacher relationship. The book concludes with a glossary of basic educational terms, a list of references, and an index. 