

Chalkboard features textbooks, resource guides, and curriculum materials of interest to educators at the elementary and secondary levels. Recent journal articles and issues that focus on multicultural topics are also highlighted, along with news items related to the development of multicultural curricula.

Please send any news items, curriculum materials, teacher's guides, or ideas to Lyn Miller-Lachmann, 194 Lenox Ave., Albany, NY 12208. If you would like the items returned, please include a stamped self-addressed envelope.

Amnesty International announces the release of a curriculum guide to accompany the feature film *Catch a Fire*, which appeared in theaters in fall 2006 and became available on DVD in spring 2007. The film is based on the life of Patrick Chamusso, a Mozambican-born Black husband, father, and soccer coach in apartheid South Africa who joined the African National Congress after being falsely accused of a terrorist act at the power plant where he worked. Both he and his wife were brutally tortured in order to extract what turned out to be a false confession.

The 28-page PDF curriculum guide, designed for students at the high school level and up, begins with an introduction by director Phillip Noyce. Following a section of general factual questions are three lessons, focusing on personal and collective responsibility, the power of song, and reconciliation. For each of these lessons, the curriculum draws parallels between the struggle against apartheid in South Africa and struggles for justice both in the United States and elsewhere in the world. For example, in the second lesson, the guide offers lyrics for South African protest songs that appeared in the film along with songs from the civil rights movement in the American South; time lines for both movements also appear.

The curriculum guide concludes with a glossary of terms and extensive lists of print and online resources for the various themes covered in the guide. The free guide is available at the Amnesty International web site, [www.amnestyusa.org/catchafire](http://www.amnestyusa.org/catchafire). A similar guide is available for the 2004 film *Hotel Rwanda* at [www.hotelrwanda.com/rwanda\\_brochuredivided.pdf](http://www.hotelrwanda.com/rwanda_brochuredivided.pdf).

Benson, Peter. *All Kids Are Our Kids*. San Francisco: Jossey-Bass [989 Market St., San Francisco, CA 94103-1741; [www.wiley.com](http://www.wiley.com)], 2006. 336 pp. Second ed. ISBN 0-7879-8518-6, \$19.95 (pb).

When it first appeared in 1997, Benson's book called on families and communities to become more engaged in the lives of children and their schools. His argument

centers on the concept of "building developmental assets" on the part of education professionals and at the grassroots level. Benson's new edition includes reports on initiatives in 45 of the United States as well as in Brazil, Canada, and Australia that support nuclear and extended families and involve other adults in the community to help young people grow.

The first part of the book defines the concept of 40 "assets," which include family and neighborhood support, empowerment, clear boundaries and high expectations, constructive use of time, commitment to learning, positive moral values, social competencies, and high self-esteem. Benson describes ways in which parents, other family members, and other adults can increase these assets through intergenerational relationships, service learning programs, and creative activities that can be shared. The book's second part contains specific suggestions for creating viable community institutions and programs. Special boxes present successful programs that utilize grassroots community resources to combat alcohol and drug abuse among teens and to provide meaningful activities as alternatives. The book's final part advises adults on how they can help build assets, support youngsters' constructive and creative activities, and show that they care. Special populations such as incarcerated youth also receive attention. While teenagers are the focus, a final chapter explores asset building among younger children.

The book includes extensive resource lists and notes but no index.

Egyptian, Pre-Columbian, and Early Chinese art are among the styles featured in Crystal Productions' new Early Art Styles program. The program includes a 20-minute color video or DVD entitled "Learn Art Styles with Lisa: Prehistoric Art to Medieval Art" along with a poster set with eight 18 x 24 posters and a 24-page teacher's guide. The program is designed for students in elementary school and up, with an engaging twenty-something narrator for the video, Lisa, who offers brief historical information and an introduction to four characteristic art works for each period. These include structures such as the Mayan temple Chichen Itza; sculptures such as the four statues of Egyptian king Ramses II, a Buddha head, and a bronze horse carriage from China; Egyptian tomb paintings and masks; and a Paracas textile from present-day Peru. The other styles in the program are Prehistoric Art, Greek Art, Roman Art, Byzantine Art, and Medieval Art.

The full program (video or DVD and posters) costs \$69.95. The video/DVD may be purchased separately for \$29.95, and the poster set is available for \$49.00. For more information, contact Crystal Productions, P. O.

Box 2159, Glenview, IL 60025-6159; phone: (847) 8144; web site: [www.crystalproductions.com](http://www.crystalproductions.com).

*Grace Abounding: The Core Knowledge Anthology of African-American Literature, Music, and Art.* Charlottesville, Va.: Core Knowledge [801 East High St., Charlottesville, VA 22902; phone: (800) 238-3233; [www.coreknowledge.com](http://www.coreknowledge.com)], 2007. 910 pp. ISBN 1-933486-02-3, \$59.95.

This textbook for English classes at the high school level presents selections from the canon of African-American literature, along with key works of African-American art and music. The selections are arranged chronologically, which makes the textbook a good choice for interdisciplinary courses with a history component. The first part, "Out of Africa," offers folktales, hymns, and a selection from Olaudah Equiano's autobiography. The second part features literature from the slavery era, with an emphasis on autobiographical narrative (Equiano again, along with Frederick Douglass's and Harriet Jacobs's autobiographies and "The Confessions of Nat Turner" as recorded by Thomas R. Gray) and music—here, spirituals, work songs, and outlaw songs.

The third part presents African-American literature, music, and art from 1865 to 1939. While other genres such as autobiography and general nonfiction appear, the dominant literary genre is poetry, with works by

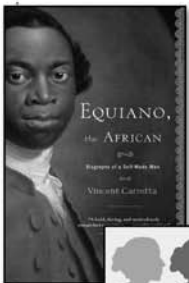
Paul Laurence Dunbar, James Weldon Johnson, Countee Cullen, Claude McKay, Langston Hughes, Jean Toomer, and Arna Bontemps, among others. Readers also become acquainted with the fiction of Charles W. Chesnutt and Zora Neale Hurston. The music section focuses on the blues, with coverage of ragtime, jazz, and African-American dance. The final part, "Civil Rights and Beyond, 1939 to the Present" contains autobiographical excerpts from Maya Angelou and Malcolm X; speeches from Martin Luther King Jr. and Wynton Marsalis; the poetry of many figures from the Black Arts Movement; the fiction of Richard Wright, Dorothy West, Alice Walker, Toni Cade Bambara, and Toni Morrison; and selections from playwrights Lorraine Hansberry and Ntozake Shange. (Ralph Ellison, however, is curiously missing.) The music section covers jazz, R & B, soul, funk, reggae, and hip-hop.

Following the text is an attractively presented gallery of African-American art with biographies of the artist, some historical and cultural context, and questions for discussion and writing. The book concludes with a glossary of literary terms, a glossary of words from the selections, and indexes of subjects, authors, and illustrators.

Harvey, William C. *Spanish for Educators.* Hauppauge, N.Y.: Barron's [250 Wireless Boulevard, Hauppauge, NY 11788; phone: (631) 434-3311; [www.barronseduc.com](http://www.barronseduc.com)], 2007. 418 pp. Second ed. ISBN 0-7641-3551-1, \$14.99 (pb).

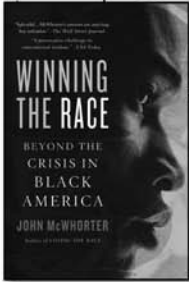
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—Ellis Cose, author of *Bone to Pick*.  
The Penguin Press 240 pp. 1-59420-109-9 \$22.95



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Teachers, counselors, administrators, and support staff who serve a Spanish-speaking community are at a disadvantage if they are not fluent in the language. This resource, designed for those who know little or no Spanish, can help to communicate the school's structure, activities, and rules to recently immigrated students and their families. Most of the chapters are directed to teachers, from the preschool years through high school, with words for a wide range of academic subjects and materials and concepts within each subject. A chapter for counselors deals with some of the serious problems children, teens, and their families may face, including sexual abuse, mental illness, alcohol and drug dependency, gang activities, and violence. There is also extensive coverage of student disabilities and physical illnesses that school officials may encounter. All in all, the emphasis is on providing the vocabulary to keep students safe and the school running smoothly.

Assuming that readers have no prior knowledge of Spanish, the book begins with an introduction to spelling and pronunciation, and all the vocabulary words and phrases include their pronunciation. The book concludes with a two-way dictionary for common terms. Brief cultural explanations provide some context, but school personnel seeking more insight into diverse Latino cultures will need to look elsewhere.

Moreno, Natacha. *Preparándonos para el Kindergarten: Una guía para los padres*. Largo, Fla.: MG Video Productions [705 Knollwood Dr., Largo, FL 33770; (727) 422-6464; [www.kindergartenvideo.com](http://www.kindergartenvideo.com)], 2006. DVD. \$34.95.

This DVD for Spanish-speaking parents is a translation of *Preparing for Kindergarten: A Parent's Guide*, which addresses school preparedness from a variety of perspectives. Six child development specialists (a pediatrician, a speech therapist, an occupational therapist, a psychologist, a preschool teacher, and a kindergarten teacher) discuss health and development, social and emotional issues, language and speech, emerging literacy, understanding concepts, and the transition to kindergarten. *Preparándonos para el Kindergarten* offers narration in Spanish, and the advice of the English-speaking specialists is translated in voice-overs.

The video explains to parents what skills are necessary for a child entering kindergarten and ways in which parents can enhance those skills. Parents are encouraged to reinforce children's self-esteem and sense of competence as well as their ability to solve interpersonal conflicts. The experts urge parents to establish routines, to address issues of separation anxiety in advance, and to take part in school activities along with their child. Speech, language, and literacy issues are presented in general terms; the video has not been adapted to take into account the special needs and abilities of children growing up in Spanish-speaking or bilingual families. A diverse ethnic range of children is depicted.

The antiwar organization Not in Our Name has released a DVD of testimony from "The International Commission of Inquiry on Crimes Against Humanity Committed by the Bush Administration of the United States." The hearings were held in New York City in January 2006 and in Berkeley, California, in May 2006. The DVD includes graphic video footage and photographs from Abu Ghraib and Guantanamo prisons, much of it taken by members of the U.S. armed forces. A 28-minute video offers testimony from Brigadier General Janis Karpinski, in charge of the Abu Ghraib prison in Iraq at the time atrocities were committed; Ambassador Craig Murray, who uncovered secret prisons in Uzbekistan operating on behalf of the U.S. and U.K. governments; war resister and Iraq War veteran Camilo E. Mejia; international torture expert Dr. Stephen Miles; and Barbara Olshansky from the Center for Constitutional Rights.

Three other 28-minute panel discussions, peripherally related to the Iraq war, also appear on this DVD. These address global AIDS and reproductive rights, greenhouse gases and global warming, and the U.S. government's failed response to Hurricane Katrina.

The DVD, appropriate for older high school students, college and university classes, and community groups, is available for \$20, which includes shipping and handling. The video may be ordered from Not in Our Name, 305 West Broadway, #199, New York, NY 10013 or online at [www.nion.us](http://www.nion.us).

*Now You're Talking! Japanese in No Time*. Hauppauge, N.Y.: Barron's [250 Wireless Boulevard, Hauppauge, NY 11788; phone: (631) 434-3311; [www.barroneduc.com](http://www.barroneduc.com)], 2007. Package includes phrasebook, 480 pp., 2 CDs, 85 minutes total, audioscript booklet. Fourth ed. ISBN 0-7641-7955-1, \$18.99.

*Now You're Talking! Mandarin Chinese in No Time*. Hauppauge, N.Y.: Barron's, 2007. Package includes phrasebook, 336 pp., CD, 70 minutes, audioscript booklet. Third ed. ISBN 0-7641-7954-3, \$18.99.

Despite the extravagant claim of its title, certain to be dismissed by any adult who's struggled to learn a new language, this series offers a basic introduction for the traveler seeking enough Japanese or Mandarin Chinese to get around town. Individual lessons focus on climate, meeting and greeting the local people, checking into the hotel, transportation, sightseeing, cultural events, sports and games, dining out, shopping for clothing and gifts, and health emergencies. The phrasebooks that accompany each program (which may be purchased separately in a sturdy plastic laminated edition for \$8.99 each) include maps of major cities like Tokyo and Beijing, a sightseeing itinerary, cultural advice, and tips for healthy and safe travel. The Japanese phrasebook, for instance, advises travelers on the options for getting from the Narita airport to Tokyo; users of the Mandarin Chinese book learn how to avoid jet lag. The Japanese

book includes a number of recommended side trips and points of interest that are accessible in a small country; the advice in the guide to China is far briefer and more general. Both phrasebooks contain the language in its original script, a transliteration with pronunciation guide, and the English equivalents.

Travelers who take the time to listen to the CDs will be at an advantage, having heard the spoken language and associated the phrases with the context in which they are used. Native speakers speak slowly and clearly, and a large part of each CD lesson consists of explanations and translations in English.

Schlachter, Gail Ann and Weber, R. David. *Financial Aid for African Americans*. El Dorado Hills, Calif.: Reference Services Press [5000 Windplay Dr., Suite 4, El Dorado Hills, CA 95762; (916) 939-9620; findaid@aol.com], 2006. 490 pp. ISBN 1-58841-133-8, \$40.00.

Schlachter, Gail Ann and Weber, R. David. *Financial Aid for Asian Americans*. El Dorado Hills, Calif.: Reference Services Press, 2006. 346 pp. ISBN 1-58841-134-6, \$37.50.

Schlachter, Gail Ann and Weber, R. David. *Financial Aid for Hispanic Americans*. El Dorado Hills, Calif.: Reference Services Press, 2006. 472 pp. ISBN 1-58841-135-4, \$40.00.

Schlachter, Gail Ann and Weber, R. David. *Financial Aid for Native Americans*. El Dorado Hills, Calif.: Reference Services Press, 2006. 516 pp. ISBN 1-58841-136-2, \$42.50.

4-volume set: ISBN 1-58841-137-0, \$140.00.

Schlachter and Weber have updated this venerable reference set to help culturally diverse students at a time of overall funding cutbacks for higher education. A variety of levels are covered, from two-year colleges to four-year institutions, graduate and professional schools, and postdoctoral programs. The type of assistance offered is similarly varied, including scholarships, fellowships, grants, prizes, loans, and internships. All of the entries contain full directory information along with clear and concise descriptions of eligibility, duration, type and size of award, limitations, and deadlines. Detailed indexes make it easy for prospective applicants to locate opportunities by academic level, specialty, and geographic region (of the applicant and the program), among other criteria.

*Financial Aid for African Americans* identifies nearly 1,300 aid programs. Approximately 1,000 opportunities from nearly 600 organizations comprise the volume for Asian Americans, which identifies opportunities specific to Chinese-American, Japanese-American, Korean-American, Vietnamese-American, Filipino-American, and Asian-Indian-American students. Also included are

aid programs for other Asian groups not usually covered in other reference sources, including students of Laotian, Cambodian, Taiwanese, Burmese, Thai, Malaysian, Indonesian, Pakistani, and Bangladeshi origin as well as those from Singapore, Brunei, Macao, and Hong Kong. *Financial Aid for Hispanic Americans* addresses the wide range of students of Hispanic origin, too, with 1,200 funding opportunities from nearly 800 agencies and organizations. *Financial Aid for Native Americans* includes Native Alaskans and Native Hawaiians and contains opportunities for students from specific tribes as well as for American Indian students in general. More than 1,300 funding sources from 800+ organizations are described in this essential reference source. 📖

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