

Chalkboard

chalkboard

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.

Au, Wayne; Bigelow, Bill; and Karp, Stan, eds. *Rethinking Our Classrooms, Volume 1: Teaching for Equity and Justice*. Milwaukee, Wis.: Rethinking Schools [1001 E. Keefe Ave., Milwaukee, WI 53212; phone: (414) 964-9646, (800) 669-4192; web site: www.rethinkingschools.org], 2007. 240 pp. ISBN-13 978-0-942961-35-5, \$16.95 (pb).

Since its original publication in 1994, *Rethinking Our Classrooms, Volume 1* has sold more than 160,000 copies and is widely used in teacher education and staff development programs. This new edition has been revised and expanded, with some earlier articles updated (many of the unchanged pieces are classic works of literature and cultural criticism) and new articles added.

New to this volume are critiques of standardized testing in general and the No Child Left Behind Act in particular; an interview with Héctor Calderón, founder of El Puente Academy for Peace and Justice in Brooklyn, New York; essays on teaching science and the environment; strategies for challenging military recruitment in high schools; and an article about students mobilizing for immigrant rights. The updated resource lists include a "Poetry Teaching Guide," videos (with a sidebar on teaching strategies), books for all levels, teaching resources, periodicals for classroom use at the secondary level, and organizations.

Banks, James A. *Educating Citizens in a Multicultural Society*. New York: Teachers College Press [1234 Amsterdam Ave., New York, NY 10027; phone: (212) 678-3929; web site: www.teacherscollegepress.com], 2007. 216 pp. Second ed. ISBN-13 978-0-8077-4813-8, \$64.00 (cl); 978-0-8077-4812-1, \$27.95 (pb).

Banks's original collection of essays on multicultural education appeared in 1996 and included ten of his best-known articles published between 1983 and 1996. These essays reappear in the new edition and are joined by three additional ones written in the past ten years.

As in the previous edition, the essays are organized around four themes: diversity and citizenship education, research issues in citizenship education, how citizenship education forms part of a broader effort for multicultural education, and multicultural education in a global era. For the most part, the new essays relate to

the issue of globalization. Chapter Three, "Preparing Teachers for Citizenship Education in Global Times," addresses the need for change in teacher education courses and describes how Dr. Banks revised his own course at the University of Washington.

Chapter Five, "Researching Race, Culture, and Difference: Epistemological Challenges and Possibilities," is also new; it surveys research on multicultural education from the mid-twentieth century to 2005. Finally, Chapter 11, "Teaching for Social Justice, Justice, and Diversity in a Global World," lays out Banks's approach of balancing students' cultural, national, and global identities in order to create a just and sustainable world. The book closes with an updated list of references and an index.

Caro-Bruce, Cathy; Flessner, Ryan; Klehr, Mary; and Zeichner, Kenneth, eds. *Creating Equitable Classrooms Through Action Research*. Thousand Oaks, Calif.: Corwin Press [2455 Teller Rd., Thousand Oaks, CA 91320; phone: (805) 499-0721; web site: www.sagepub.com], 2007. 304 pp. Foreword by Elizabeth Buhrmaster. ISBN-13 978-1-4129-3667-5, \$37.95 (pb).

This collection of 13 essays by classroom teachers grew out of an action research program that has existed in the Madison (Wis.) Metropolitan School District since 1990. Beginning in the 1980s, Madison became host to an increasing number of immigrant children from Latin America and Southeast Asia as well as African-American youngsters whose families had moved from Chicago and Milwaukee. The goal of action research was to create initiatives to address equity issues in classrooms and schools and to measure the efficacy of these initiatives.

The various essays examine aspects of action research and concrete projects that have been implemented in Madison. The ten concrete projects include a student-conducted survey on why high schoolers drop out; teacher-developed strategies to help English language learners understand oral directions in the classroom; efforts by a teacher to help a very troubled second grader become "a productive member of our classroom community"; the use of alternative high school students to help teach a middle school class about Malcolm X; and several approaches to breaking down cliques based on gender, race, ethnicity, class, and ability level in the classroom.

While the authors admit that the successes of these projects in Madison cannot be quantified through standardized test scores, "these action researchers report improvements in pupil learning, attitudes, involvement, and behavior as a consequence of specific actions taken in their research." There is also sufficient information in the essays to replicate or adapt these projects for other schools. Indexed.

Finkelstein, Norman H. *American Jewish History*. Philadelphia: Jewish Publication Society [2100 Arch St., 2nd Floor, Philadel-

phia, PA 19103; phone: (215) 832-0600; web site: www.jewish-pub.org], 2007. 222 pp. Series: JPS Guides. ISBN-13 978-0-8276-0810-8, \$18.00 (pb).

Noted Jewish historian Finkelstein (not to be confused with Norman G. Finkelstein, author of the controversial *The Holocaust Industry: Reflections on the Exploitation of Jewish Suffering*) offers a clearly written overview of American Jewish history suitable for students, middle school and up, as well as general adult readers. While most people consider the genesis of the American Jewish experience to be the arrival of the 23 desperate pilgrims from Recife to New Amsterdam in 1654, Finkelstein devotes his initial chapter to the fascinating story of the Spanish Jews and crypto-Jews who came to the New World more than a century earlier to escape the Inquisition. Sadly, the Inquisition followed them; those not executed in Mexico and elsewhere converted to Catholicism and eventually lost most of their Jewish identity.

After the migration of Sephardic Jews to America in the seventeenth and eighteenth century came two more waves that receive coverage in separate chapters—the Central European Jews of the early and mid-nineteenth century, and the great wave of Eastern European Jews between 1880 and 1924. The author explores the factors leading them to leave their countries of origin and to choose the United States and the lives they made after their arrival. The final two chapters describe American Jews' successful efforts to become part of the mainstream, along with setbacks and conflicts with other groups. Sidebars offer capsule biographies of prominent Jewish Americans or very brief quotes from primary source documents. Each chapter ends with a time line, and the book itself ends with chapter notes, a bibliography, and an index.

Self, Caroline and Self, Susan. *Chinese Brush Painting*. North Clarendon, Vt.: Tuttle Publishing [364 Innovation Dr., North Clarendon, VT 05759-9436; phone: (802) 773-8930; web site: www.tuttlepublishing.com], 2007. 64 pp. Illus. ISBN-13 978-0-8048-3877-1, \$16.95.

The authors, a mother-and-daughter team, have studied Chinese brush painting for a combined 50 years; mother Caroline is a retired art teacher with more than 30 years of experience. They offer a step-by-step guide, for students in grades four and up, to the principles of the ancient art style, key techniques, and simple projects.

The book begins with a very accessible essay on the history of Chinese brush painting and its roots in the natural world. From there, the authors introduce basic principles for a successful painting, materials needed, how to hold the brush, and how to make the strokes. The projects include Chinese characters (calligraphy), orchids, bamboo, pine, and, for the most ambitious, insects and birds and landscapes. This useful resource concludes with a comprehension quiz and a list of additional print resources on Chinese brush painting and calligraphy.

Suárez Lasierra, María. *Succeeding with Spanish Grammar*. Hauppauge, N.Y.: Barron's [250 Wireless Boulevard, Haup-

pauge, NY 11788; phone: (631) 434-3311; www.barronseduc.com], 2007. 176 pp. Includes CD-ROM. ISBN-13 978-0-7641-9341-5, \$16.99 (pb).

Spanish learners at the beginning and intermediate levels who need a quick grammar review are the audience for this concise resource. The 12 lessons cover the commonly used verbs meaning “to be”—*ser* and *estar*—along with the present, present perfect, indefinido (past), imperfect, and past perfect tenses of regular and irregular verbs (both forms and usages); imperatives (commands); and frequently used and misused prepositions. The CD-ROM features worksheets and dramatized bilingual dialogues; answers for the exercises and the text of the dialogues are included in the book. Also included are a glossary and a summary of the grammatical rules.

Suárez Orozco, Marcelo M. *Learning in the Global Era: International Perspectives on Globalization and Education*. Berkeley: Univ. of California Press [2120 Berkeley Way, Berkeley, CA 94720; phone: (510) 642-4247, (800) 822-6657], 2007. 318 pp. ISBN-13 978-0-520-25434-3, \$50.00 (cl); 978-0-520-25436-7, \$19.95 (pb).

The 13 articles in this book for educational leaders and students at the graduate level grew out of the First International Conference on Globalization and Learning, which took place near Stockholm, Sweden, in 2005. In addition to the various sessions, the meeting included a tour of the Tensta Gymnasium, a nearby secondary school where 80 percent of the student body consists of immigrants and refugees from Latin America, the Middle East, Africa, and elsewhere. Partnered with the Ross Institute of New York (which cosponsored the conference and copublished the book), Tensta Gymnasium is a world-renowned model for the education of culturally and linguistically diverse children and the inspiration for several of the book's articles.

The Argentine-born editor, himself a leading authority on immigration and education, offers a smorgasbord of articles in this volume. They range from two studies drawn from the field of neurobiology that explore the cognitive and social development of brain-damaged children to the global spread of education for girls and its effects on literacy, health, and opportunities for the next generation. Other articles touch on how computerization has changed the priorities for skills that schools teach, education for global consciousness, and addressing culturally based honor codes among immigrant groups while recognizing and promoting values of broader human rights. Looking at the example of Sweden, the editor calls on leaders in the United States and elsewhere to commit the resources to providing quality education for all students regardless of gender, race, class, or national origin. He writes, “The Tensta experience . . . suggests that there is no educational reform on the cheap: educating poor, immigrant, and refugee-origin youth for the global era cannot be done without the political consensus to support expensive interventions such as longer school days, significant technological investment, and intensive teacher training and mentoring.” Indexed. 📖