

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.

Coles, Maurice Irfan. *Every Muslim Child Matters: Practical Guidance for Schools and Children's Services*. Stoke-on-Trent, U.K.: Trentham Books; dist. by Stylus Publishing [22883 Quick-silver Dr., Sterling, VA 20166-2012; phone: (703) 996-1039], 2008. 170 pp. ISBN 978-1-85856-421-0, \$34.95 (pb).

Coles, a British educational administrator and Muslim convert, addresses the British goals of "Every Child Matters"—"be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic wellbeing"—as they apply to Muslim youth. Right away, he delineates the problems: British Muslim youth, who trace their roots to South Asia, Turkey, Somalia, Kurdistan, and Yemen (as well as White and Afro-Caribbean converts), are underperforming in school, at high risk of being the victims of a hate crime, more likely to be out of the workforce, and overrepresented in prisons.

Coles's approach challenges educators to go beyond stereotypes and the suspicions that have grown out of the terrorist attacks of September 11, 2001, and July 7, 2005. He asks educators to learn more about Islam themselves and to incorporate aspects of Muslim history and culture into the curriculum. An inclusive curriculum would also integrate the arts—music, dance, drama, storytelling, literature, and the visual arts—as they are practiced in the dozens of Muslim countries across the world. Noting, for instance, that a Muslim of Pakistani origin might not know of the acclaimed Senegalese musician Youssou N'Dour, he argues that Muslim students as well as non-Muslims will have their horizons broadened by such an arts-based curriculum. Finally, Coles provides a checklist for educational leaders to see if the goals of Every Child Matters are being met for their Muslim students. The book concludes with a glossary of terms in Islam, a list of references and recommended web sites, and an index.

Cornbleth, Catherine. *Diversity and the New Teacher: Learning from Experience in Urban Schools*. New York: Teachers College Press [1234 Amsterdam Ave., New York, NY 10027; phone: (212) 678-3929; web site: www.teacherscollegepress.com], 2008. 192 pp. Series: Multicultural Education Series. ISBN 978-0-8077-4897-8, \$62.00 (c); 978-0-8077-4896-1, \$27.95 (pb).

Education professor Cornbleth offers a guide for preservice teachers who are beginning their careers in culturally diverse urban schools. Assuming (correctly, according to the statistics) that most of these new teachers are White, middle class suburbanites, she challenges film portrayals of urban teachers as superhuman and their schools as desperate places seeking saviors. Rather, to show the complexities of teaching in urban schools, Cornbleth uses case studies from a small city in upstate New York.

The book explores the student teaching experiences of 16 prospective teachers in two urban schools. They arrived as outsiders. When veteran teachers offered mixed messages and advice, many of the teachers rejected the negative messages of racism and low expectations and sought to incorporate the more constructive advice. New teachers typically adopted one or more of three strategies—Radical Individualism (ignoring racial, ethnic, cultural, and socioeconomic differences, interestingly, a strategy pursued by one of the Black teachers in the group); Worlds Apart (maintaining distance from students who are different); and Bridging Different Worlds (attempting to connect with students and their lives). Those who sought to connect didn't experience instant success; among the challenges they faced were culture shock, student mistrust, and the feeling that they were not providing enough to the most motivated students because of classroom management issues.

A concluding chapter assesses the personal skills and cultural awareness needed for middle class teachers to succeed in high-poverty urban schools. Indexed.

Cowell, Andrew, with Alonzo Moss, Sr. *The Arapaho Language*. Boulder: Univ. Press of Colorado [5589 Arapahoe Ave., #206C, Boulder, CO 80303; phone: (720) 406-8849], 2008. 544 pp. ISBN 978-0-87081-901-8, \$65.00.

Cowell, professor of linguistics at the University of Colorado, Boulder, has teamed with Arapaho speaker, teacher, and tribe member Moss to produce the first comprehensive guide to the Arapaho language. Descended from Algonquian languages, Arapaho is now spoken primarily on reservations in Wyoming and Oklahoma; Moss's father, Paul Moss, was a storyteller on the Wind River Reservation in Wyoming.

Seeking to be the established authority on the subject, the volume presents in detail the Arapaho sound system (including its pitch-based accents), parts of speech (including complex verb forms), usage (including the contrasts between affirmative and non-affirmative statements), complex clauses and syntax, cardinal and ordinal numbers, and variations such as those between Northern and Southern Arapaho. Throughout, the authors contrast Arapaho with other Algonquian languages. The appendixes consist of verb tables, a bibliography, and an index.

With its focus on phonology, grammar, and syntax rather than vocabulary and common phrases, this resource is geared less for

the learner of Arapaho and more for the linguist or linguistic anthropologist. For academic libraries that collect in these areas, this is an essential purchase and an important scholarly resource.

Harvey, William C. *Spanish for Gringos, Level I: Shortcuts, Tips, and Secrets to Successful Learning*. Hauppauge, N.Y.: Barron's [250 Wireless Boulevard, Hauppauge, NY 11788; phone: (631) 434-3311; www.barronseduc.com], 2008. 176 pp. + 3 audio CDs. Third ed. ISBN 978-0-7641-9460-3, \$24.99 (pb).

This large-format paperback uses cartoon illustrations to help teach basic Spanish words and phrases to tourists in Spanish-speaking countries as well as to native English speakers in the United States who find themselves among those who speak Spanish. Ten chapters introduce elementary vocabulary and grammar (such as masculine and feminine forms of articles, which don't exist in English). Some of the areas covered by the words and phrases include greetings and introductions, numbers, parts of the body, family members, time, weather, homes and furnishings, locations in the city, traffic signs, and foods. Part of a chapter on Hispanic culture is devoted to differences in colloquialisms between Mexico, Cuba, and Puerto Rico. Throughout, the author uses humor to make language learning fun rather than intimidating; after completing the ten lessons, the traveler will look forward to going out and speaking Spanish with the locals.

Although there are no written exercises—part of the author's effort to get away from textbook-style language learning tools—each chapter concludes with a list of activities, many of which can involve the entire family. The accompanying CDs feature native pronunciations of the words and phrases in the text.

Kendris, Theodore. *Inglés completo: Repaso integral de gramática inglesa para hispanohablantes/Complete English Grammar Review for Spanish Speakers*. Hauppauge, N.Y.: Barron's [250 Wireless Boulevard, Hauppauge, NY 11788; phone: (631) 434-3311; www.barronseduc.com], 2008. 390 pp. ISBN 978-0-7641-3575-0, \$16.99 (pb).

High school and adult English-language learners, at the intermediate and advanced levels, are the audience for this comprehensive resource. Kendris builds on the student's knowledge of Spanish to teach the intricacies of English grammar. His introductory chapter offers advice for self-study and correct English pronunciation. The lessons begin with verb tenses, with chapters devoted to present, past, future, and conditional tenses; auxiliary and modal verbs; subjunctive and imperative moods; the passive voice; infinitives; and gerunds. The book covers the other parts of speech—nouns, pronouns, adjectives, adverbs, articles, prepositions, conjunctions, and interjections—as well as grammatical concepts such as comparatives and superlatives, numbers, sentence structure, and punctuation. Along with standard written exercises are more entertaining activities such as crosswords and word finder puzzles; the appendix includes an answer key. Also included are irregular verb tables and a two-way dictionary of common vocabulary words in an easy-to-read chart format.

Mey, Monika. *Modern Mandarin Chinese for Beginners*. Hauppauge, N.Y.: Barron's [250 Wireless Boulevard, Hauppauge, NY 11788; phone: (631) 434-3311; www.barronseduc.com], 2008. 160 pp. + 2 audio CDs. ISBN 978-0-7641-9456-6, \$24.95 (pb).

This introductory Mandarin Chinese book/CD program features words and phrases written in Chinese characters, with Pinyin phonetic pronunciations, and English translations. Following a chapter on Chinese phonetics and characters, individual chapters introduce basic vocabulary along with information about the 14 regions of the People's Republic of China, beginning with Beijing and moving outward in all directions. Food, drink, numbers, basic greetings, directions, transportation, giving and losing "face," medical emergencies, and shopping are among the topics covered. In contrast to many other resources of this type, *Modern Mandarin Chinese for Beginners* includes a special box with swear words in the chapter on giving and losing "face," which also includes a tour of China's northwestern Xinjiang province and information about customs in this heavily Muslim region.

Each chapter concludes with a set of exercises. Appendixes include basic grammar, answers to the exercises, and a two-way dictionary of English words and Pinyin transliterations. The two CDs contain audio of the words and phrases presented in each chapter.

Roznoveanu, Mirela. *Civilizatia Romanului: Dela Ramayana la Don Quixote (The Civilization of the Novel: From the Ramayana to Don Quixote)*. Bucharest: Editura Cartex [cartex2000r@yahoo.com], 2008. 694 pp. Revised ed. ISBN 978-973-88670-79, \$55.00.

This is an enlarged, revised, and updated text of a previous edition (1983), already in the holdings of several American and Canadian universities (Harvard, Yale, Toronto, McGill, and more), that is also used as a textbook in several Romanian universities. It is a study dealing with the epic genres (novel, short stories) developed by various civilizations over the last five millennia. Roznoveanu (New York University) focuses on the novel-like works often overlooked in Western exegeses and on those forms that have never been developed or experimented with in Western culture. We find different sets of values, a new kind of theoretical and critical discourse accommodating epic forms developed in practically all civilizations and cultural periods: Vedic, Sumerian, Persian, ancient Egyptian, old Hebrew, classical Greek and Roman, and finally, European from the Middle Ages through the Renaissance. A compelling piece of solid scholarship, based on a cornucopia of excellent bibliographic sources (mostly in English, but also in French, Spanish, Italian, and German), accompanied by over 1,000 footnotes, an extensive index, and abstracts in English, French, and German, this volume is certainly a valuable addition to the study of comparative literatures around the world.

Vladimir F. Wertsman
New York Public Library

Sanders, Jeff, and Sanders, Nancy I. *Readers Theatre for African American History*. Westport, Conn.: Greenwood/Libraries

Unlimited [88 Post Road West, Westport, CT 06881-5007; phone: (203) 226-3571], 2008. 168 pp. ISBN 978-1-59158-693-7, \$30.00 (pb).

Geared to students in grades four through eight, these 20 brief plays for reading aloud highlight moments in African-American history from African antiquity to the 1963 March on Washington. Other important historical events include Black patriots in the American Revolution, African-American settlers in the West, Emancipation Day in South Carolina, the Tuskegee Airmen of the Second World War, and the Great Migration. Also featured are episodes in the life of great African-American heroes such as Richard Allen, Zora Neale Hurston, Booker T. Washington and W.E.B. Du Bois, Lewis Latimer, Jackie Robinson, and Marian Anderson. Additional plays introduce holidays like Juneteenth, famous scientists, and African-American U.S. Senators (among them, Barack Obama).

Most of the plays take no more than five to ten minutes to stage; the authors offer a list of follow-up activities for each, ranging from discussion questions and research and writing prompts to art projects and new plays that students can write. An introduction helps the teacher to understand, use, and build on the Readers Theatre scripts. The book also contains a bibliography for teachers, a list of recommended books for students, and web sites of interest.

Spanish for Office and Factory Workers. Hauppauge, N.Y.: Barron's [250 Wireless Boulevard, Hauppauge, NY 11788; phone: (631) 434-3311; www.barronseduc.com], 2008. Audio CD + 60-page phrasebook. Series: On Target. ISBN 978-0-7641-9484-9, \$10.99.

Those who supervise Spanish speakers in offices and factories in the United States and Latin America will find this resource useful. The phrasebook and audio CD focus on greetings, requests, directions, schedules, performance evaluations, and instructions for emergencies, as well as vocabulary words for tools, office supplies, electrical equipment, units of measurement, and places within the office or factory. In the appendix are cardinal numbers and a list of English vocabulary words translated into Spanish.

With its focus on English words and expressions, this resource is geared to those who supervise Spanish-speaking workers; there is no corresponding Spanish to English translation to allow the Spanish speakers to make requests or to provide input.

Strausser, Jeffrey, and Paniza, José. ***Painless Junior: English for Speakers of Other Languages.*** Hauppauge, N.Y.: Barron's

[250 Wireless Boulevard, Hauppauge, NY 11788; phone: (631) 434-3311; www.barronseduc.com], 2008. 240 pp. ISBN 978-0-7641-3984-0, \$9.99 (pb).

Youngsters, third grade and up, are the audience for this large-format paperback book featuring a signature chicken with the admonition, "Don't be chicken . . . it's fun to learn!" The authors focus on writing skills, with lessons on English sentence structure, parts of speech (nouns, pronouns, verbs, adjectives and adverbs, prepositions, and conjunctions), capitalization and punctuation, paragraph structure, and steps for story writing (including choosing a topic, writing a draft, and revising and editing). Kid-friendly topics such as sports, friends, and school combine with lessons on grammar and parts of speech that are more suited to the middle school years and up, making this a resource best used in conjunction with an ESL teacher or tutor.

The authors use Hispanic, Chinese, Korean, and Vietnamese names in the course of teaching grammar and vocabulary. While *Painless Junior* assumes literacy in the student's native language, it is not dependent on a specific language. Illustrations, charts, and exercises (with answers in the appendix) help to organize the learning process.

Tabors, Patton O. ***One Child, Two Languages: A Guide for Early Childhood Educators of Children Learning English as a Second Language.*** Baltimore, Md.: Brookes Publishing Co. [P. O. Box 10624, Baltimore, MD 21285-0624; phone: (410) 337-9580], 2008. 260 pp. + CD-ROM. Second ed. ISBN 978-1-55766-921-6, \$29.95 (pb).

Tabors has fully updated and revised this volume, the first edition of which appeared in the late 1990s. The second edition addresses new recommendations of the National Association for the Education of Young Children (NAEYC) for responding to linguistic and cultural diversity among children and families and includes the best research and practices implemented over the past ten years. Tabors offers updated statistics and information concerning both immigrant children and children who have been adopted internationally. Like the earlier edition, this book offers chapters on working with parents, honoring the home language and culture, understanding the process of second language acquisition, facilitating English language and literacy in the classroom, and assessing language and literacy development.

Also new to this volume is a CD-ROM that contains checklists for assessing the child's acquisition of English and literacy skills over time, materials for improving literacy instruction, and a book club study guide for professional discussions and workshops. Indexed. 🌐