

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, 6 Birch Hill Rd., Ballston Lake, NY 12019. If you would like the items returned, please include a stamped self-addressed envelope.

Cintron, Tina. **Maskmaking with Plaster Tape**. Glenview, Ill.: Crystal Productions [P. O. Box 2159, Glenview, IL 60025-6159; phone: (847) 657-8144; web site: www.crystalproductions.com], 2002. Videocassette, 67 minutes. Color. \$19.95.

Cintron, an artist who has taught in California, Hawaii, and Washington, follows up her Drawing for All series of videotapes with this hands-on demonstration of maskmaking. Geared to classes at the high school levels, adults, and families, this video offers step-by-step instructions for viewers to create masks using materials that are inexpensive and widely available. Cintron illustrates the molding of full-face masks and half masks, building out the structure, and decorating those masks with paint, feathers, and beads. Although the focus is on practical elements of maskmaking, she offers designs inspired by classical Greek masks, theatrical masks, and animal masks popular in the Caribbean and Brazilian carnival.

Cobb, Laura. **Most Likely to Succeed: How to Assure Your Child's Success in School**. Salt Lake City, Utah: American Book Publishing [P. O. Box 65624, Salt Lake City, UT 84165; phone: (801) 486-8639; web site: www.american-book.com], 2002. 271 pp. ISBN 1-930586-35-3, \$19.95 (pb).

Cobb, a former teacher, principal, and state department of education official in Texas, offers parents advice on helping their children attain their full potential in school. While her advice applies to all families, her special concern is children with special needs, interpreted broadly. (Cobb is herself the parent of an autistic child.) Her advice is basic, straightforward, and clearly presented. Early chapters focus on giving young children a good start in school. The third chapter advises parents on how to help students in all subject areas, even if the parent is not an expert in that subject. Chapter four addresses children with special needs, from preschool to high school. The final five chapters discuss the role of the principal, health and safety issues, getting involved in the political process, seeking funding for college, and how businesses can partner with schools. A strength of this guide is the ample back matter, with appendices on educational organizations, suggested readings for both adults and children, holidays of diverse cultures, resources organized by topic and by

state (including a useful list of museums), and a questionnaire to give feedback to the author.

Crystal Productions [P. O. Box 2159, Glenview, IL 60025 phone: (847) 657-8144; web site: crystalproductions.com] has released the fifth set in their Know the Artist poster series, which offers an overview of great artists and their styles. Among the artists presented in this set is Lois Mailou Jones (1905-1998). In addition to providing a brief biography of the African-American artist, the poster features five of her notable works inspired by traditional African forms. The other artists included in the set are Michelangelo da Caravaggio, Salvador Dali, Edgar Degas, Paul Gauguin, Wassily Kandinsky, Alexandre Nechita, and Norman Rockwell. All eight posters contain a time line of historical events, periods in art history, and the individual artist's life. A Teacher's Guide accompanies the set, which sells for \$49.00.

DuFour, Richard. **Through New Eyes: Examining the Culture of Your School**. Bloomington, Ind.: National Educational Service [304 West Kirkwood Ave., Suite 2, Bloomington, IN 47404-5132; phone: (800) 733-6786], 2003. Videocassette, 32 minutes. Color. Includes 40-page Facilitator's Guide. Series: Professional Learning Communities. ISBN 1-932127-13-5, \$174.95.

High school principal and author DuFour offers a video and manual designed for inservice workshops for staff at the K-12 level. Altogether, the program is four hours long, including the viewing of the video and the completion of exercises and activities detailed in the manual. The video presents a hypothetical freshman, Johnny Jones, as he endures his first semester at two high schools. Johnny is a passive student and a loner who has difficulty with math concepts; furthermore, his parents are going through a divorce. In the first high school, he is bullied by upperclassmen and isolated from his peers. His grades slide, his mother has trouble getting information from counselors whose priorities lie with the most successful students, and his teachers refuse to cut him slack. He ends up failing and referred for special education classes. In the second school, the guidance counselors take a proactive approach based on comments from Johnny's eighth grade teachers. He and the other freshmen are assigned to older mentors. He is encouraged to join extracurricular activities and receives tutoring from peers and teachers. Ultimately, he is placed in a supervised study hall where a teacher gives him the structure his preoccupied parents cannot.

Exercises reinforce DuFour's message that changing the structure of the school is useless unless the climate—the beliefs and expectations for all students—changes first. Although Johnny is a white student and there is little mention of cultural diversity, DuFour calls on schools to be sensitive to the

needs and circumstances of students and dedicated to helping all students succeed—an important goal everywhere.

LEAP (Learning through an Expanded Arts Program), Inc. [441 West End Ave., #2G, New York, NY 10024; phone: (212) 769-4160; e-mail: leap@leapnyc.org; web site: www.leapnyc.org] announces the release of the Global Understanding-Cultural Literacy package for grades three through eight. The package, which is available in five separate configurations and can be customized as well, includes four student anthologies; a two-volume teacher's guide; and a CD-ROM with maps, charts, slides, student handouts and worksheets, and music samples.

Edited by LEAP director Ila Lane Gross, the anthologies consist of previously published folktales, poems, essays, and novel excerpts from notable writers throughout the world, from ancient times to the present. Geared to readers at the third grade level, *Trickster Tales* is a 76-page collection of 12 tales from China, Japan, Indonesia, India, Saudi Arabia, Turkey, Russia, Germany, South Africa, Mexico, Brazil, and Chile. For fourth graders, there is the 132-page *Cinderella Tales*, which includes 14 tales from the above-mentioned countries (South Africa and Brazil have two tales each). Fifth graders will enjoy *Folk Tales*, an 88-page selection of 12 tales from the same 12 countries. Finally, *Classic Literature*, 128 pages long and geared to sixth through eighth graders, contains stories and poetry by such noted writers as Anton Chekhov, Jorge Amado, Carlos Fuentes, Gabriela Mistral, and Pablo Neruda. All of the anthologies conclude with a bibliography, but more detailed source notes following each story would have been helpful.

The two teacher's guides are organized by country, with the first volume covering China, Japan, Indonesia, India, and Saudi Arabia, and the second volume on Turkey, Russia, Germany, South Africa, Mexico, Brazil, and Chile. Each of the country sections offers concise background information on the country's history and culture, along with directions on using the CD-ROM to enrich a textbook/lecture presentation. The teacher's guide also features games and role-plays to make the teaching of background information more engaging. Following this general introduction, the guide offers a reproduction of each grade's anthology text with discussion questions and a list of grade-specific activities in a variety of subject areas—art, science, mathematics, music, and foreign language as well as language arts and social studies.

The package is designed to conform to the New York State social studies standards and works with curriculum standards in many other states as well. Despite its weaknesses, notably the lack of source notes and other literary context for the works, the package is a unique, broadly conceived, and engaging means of teaching about the history and ways of life, past and present, of the 12 countries included. Furthermore, with only one European country and a number of Asian and Latin American countries featured, it offers a counterbalance to the Eurocentric approach to history, culture, and literature con-

tained in most textbooks and curriculum guides.

Schechter, Sandra R. and Cummins, Jim, eds. ***Multilingual Education in Practice: Using Diversity as a Resource***. Portsmouth, N.H.: Heinemann [361 Hanover St., Portsmouth, NH 03801-3912; phone: (603) 431-7840], 2003. 144 pp. ISBN 0-325-00430-7, \$15.00 (pb).

Schechter and Cummins, well-known authorities on bilingual and ESL education, offer a collection of six essays on topics related to inclusive and effective curricula for students learning English as a second language. In their preface and in a separate introduction, the editors provide an overview of second language learning and first language retention among immigrants to the United States and Canada, assessing the role of home, school, and community. Later essays explore the creation of an inclusive environment for recent immigrants, valuing multilingual and multicultural education, writing by multilingual students, teacher education in multilingual schools, and the importance of leadership. The emphasis in all the essays is on seeing language and cultural diversity as strengths of immigrant students and sources of enrichment for the entire school rather than as problems for English language acquisition. There is a list of contributors, with affiliations, but no index or general bibliography.

Shapiro, Jeremy. ***Peacemakers: A Violence Prevention Program, Leader's Guide and Student Workbook***. Bloomington, Ind.: National Educational Service [304 West Kirkwood Ave., Suite 2, Bloomington, IN 47404-5132; phone: (800) 733-6786], 2003. 342 pp. Developed for Applewood Centers, Inc. ISBN 1-879639-93-9, \$169.00 (pb).

This program for youngsters in grades four through eight was originally developed for Applewood Centers, a major provider of behavioral health care and social services for children, teens, and families in northern Ohio. The guide is designed for use by teachers, counselors, and others who work with young people. An introduction presents the philosophy behind the guide, that of science-based character education, and it describes the evaluation study that was used among groups of white and African-American youngsters, both boys and girls.

The main part of the Leader's Guide consists of 18 lesson plans, which include reproducible worksheets. Among the lesson plans are an overview of violence and peacemaking, identifying personal strengths and values and principles, assertive behavior, feelings and conflicts, problem solving, effective communication, conflict resolution, overcoming bullying, and intervening with friends. Many of the lesson plans contain case studies; all emphasize role-playing and discussion. Also included are small-group projects and individual writing activities.

Following the 18 lesson plans, the guide addresses problems that may occur—responding to students who disagree or fail to participate, infusing the program into the culture of the school, preventing bullying, and working with parents and guardians. The volume concludes with a list of resources for

young people and a bibliography for adults.

Teaching for Change is a free catalog featuring hundreds of books, curriculum guides, posters, and other resources from mainstream and alternative publishers on cultural diversity, inclusion, nonviolence, equity, and social justice. Among the new products featured in the 2003 catalog are books and resource guides that critique militarism and war, a guide for teachers to math and science across cultures, a videotape by British journalist and filmmaker John Pilger on the

Palestinians, and a study of community involvement in the schools in East Harlem. The catalog is divided by subject area, with sections on art and music; children's books; gender and sexuality; language arts; math, science, and the environment; professional development (including testing and standards); and social studies. To obtain the catalog, contact Teaching for Change, P. O. Box 73038, Washington, DC 20056-3038; phone: (800) 763-9131; web site: www.teachingforchange.org.



▼ from the editor continued from page 5

regime offered a haven for the September 11 terrorists. Most of the books, videos, and web sites provide general information on the country and its people and ways of life, though several of the books use fiction to depict the harshness of life through two wars and under the Taliban.

"Multicultural Profiles in the Deaf Community" by professor Cynthia J. Plue examines cultural and language issues faced by Deaf persons from diverse backgrounds. She focuses on the needs of Deaf immigrants to the United States and Canada, people who may or may not use sign language in their first language and their need to learn American Sign Language as well as English. She also discusses the attitudes of different cultures toward Deafness and the position of multicultural Deaf persons in the United States and Canada as "multiple minorities."

The final two articles address diverse experiences of Latinos and Latin Americans. Poet and essayist Marjorie Agosín

remembers her beloved grandmother Hanna Josefina, who passed away last year in Chile at the age of 92. In her long life Hanna Josefina witnessed many changes in her adopted country (she was born in Argentina of Eastern European Jewish immigrant parents), and, as her two names symbolized, she felt the tug-of-war between her Jewish heritage and Catholic Chile. Agosín and her parents' exile in the United States after the collapse of the Allende government added another dimension to this cultural estrangement. She writes: "For expatriates, contact with a past life, with beloved places, helps to anchor ourselves, to define ourselves, but more than anything to navigate through the two worlds to which we belong—or rather, the two worlds in which we live. My dear Chepi belonged to Chile, to the land we left behind, and her weekly letters helped us to recapture our past, our childhood, which seemed suspended in an imaginary time."

Another kind of cultural dislocation appears in Danilo

H. Figueredo's interview with Susan D. Greenbaum, author of *More Than Black: Afro-Cubans in Tampa* (Univ. Press of Florida, 2002). Here, we see the Cuban community of Ybor City, Florida, immortalized in the novels of Jose Yglesias but as real people with real conflicts over race, money, and politics. Greenbaum's book chronicles the development of the multiracial Martí-Maceo Society, formed by immigrant cigar-makers in the 1890s. The existence of an organization named for black (General Antonio Maceo) and white (poet Jose Martí) heroes with both black and white members stood in contrast to the segregationist direction of the South as a whole, and in fact, as Greenbaum points out, pressure from the white power structure managed to peel off some of the society's lighter-skinned members. Still, the Cuban cigar-makers, who preceded the large post-Castro immigration by three full generations, stood at the forefront of American race relations—the defiant vanguard that one might say we librarians occupy today.



CRIZMAC

Art & Cultural Education Materials, Inc.

NEW CURRICULUM on PUERTO RICAN Art. Includes Teacher's Guide, 7 full-color prints, 5 art lessons and interdisciplinary activities.



New Curriculum !

Slide set, music, video and bilingual books also available.

For more information and a catalog
call: 800-913-8555 or visit www.crizmac.com
P.O. Box 65928 Tucson, AZ 85728