

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.

Block, Cathy Collins; Rodgers, Lori L.; and Johnson, Rebecca B. ***Comprehension Process Instruction: Creating Reading Success in Grades K-3***. New York: Guilford Publications [72 Spring St., New York, NY 10012; phone: (212) 431-9800], 2004. 251 pp. ISBN 1-59385-024-7, \$53.00 (c); 1-59385-023-9, \$28.00 (pb).

The authors provide a practical guide for the teaching of literacy at the primary level, with special attention given to the mandates of the No Child Left Behind Act. The focus is on comprehension instruction, from literal comprehension to inferring, predicting, and interpreting; understanding imagery; and metacognition (raising the reader's self-awareness while reading). Separate lessons are geared to the reading of fiction and nonfiction.

The topics addressed are not specifically multicultural, nor do the authors differentiate among students by culture, learning style, or any other criteria. These issues are touched on in a chapter entitled "Instruction After the Point of Student Need," where in an exercise teachers are encouraged to meet with a student from a different heritage and reflect on how the generic lessons can be adapted to that student. Examples of books and subject matter cover all disciplines, from history to art to science. Lists of recommended books include a number of multicultural titles, especially in the areas of folklore, history, and biography. However, one of the books used as an example to increase the literal comprehension of fiction is a Thanksgiving story that perpetuates common European-centered myths of that holiday. The book concludes with several dozen reproducible worksheets, a bibliography, and an index.

***¡Carnaval!*** Glenview, Ill.: Crystal Productions [P. O. Box 2159, Glenview, IL 60025-6159; phone: (847) 657-8144, fax: (847) 657-8149; e-mail: custserv@crystalproductions.com; web site: www.crystalproductions.com], 2005. VHS. 49 minutes. Color. Teacher/Curriculum Guide. 80 pp. 24 color prints. ISBN 1-56290-327-6. \$75.00.

This multimedia program offers an interdisciplinary tour and learning experience through eight carnival-celebrating

communities: Laza, Spain; Venice, Italy; Basel, Switzerland; Tlaxcala, Mexico; Oruro, Bolivia; Recife and Olinda, Brazil; Port of Spain, Trinidad and Tobago; and New Orleans, USA. Appropriate for classes from primary grades to high school, the program is designed, in the words of its publisher, to "recognize how the themes of play and renewal in carnival celebrations are expressed through art and culture, develop respect for the beliefs of other individuals, groups, and cultures, and draw on this understanding to create a carnival celebration that is meaningful to the students."

The non-narrated low-budget video contains actual footage of each community's festivities, delivering distinct flavors in costume, dance, music, floats, masks, language, and social gathering customs. Viewers experience differences in color, time, tempo, mood, and movement. Teachers are advised to read the Teacher/Curriculum Guide before introducing video segments to students—the video is not synchronized with the guide by individual community, and only brief pauses separate each community presentation; therefore, careful planning and informed familiarity with the material is required. Additionally, because some scenes in the film are not explained in the guide (many pertinent and obvious questions can be generated from viewing the film), outside research following film preview would be prudent. As intended by its creators, narration is absent to convey the flavor of the celebrations and to generate creative reflection and open-ended discussions.

The high-quality 8 x 11 photos (color plates)—well-chosen still shots from the film—reinforce visual learning recall and prompt further investigation. The Teacher/Curriculum Guide was developed in conjunction with the ¡Carnaval! Traveling Exhibition ([www.carnavalexhibition.org](http://www.carnavalexhibition.org)), a collaborative production of the Museum of International Folk Art and the UCLA Fowler Museum of Cultural History. Designed for curriculum integration emphasizing the interdisciplinary nature of carnival, the full multimedia program meets National Content Standards in six areas: Visual Arts, Music, Dance, Theatre, Social Studies, and Language Arts.

The Teacher/Curriculum guide offers a general overview of the origin of carnival (one flaw in this respect is the inadequate discussion of slavery's role in the form carnival took in some regions), introductions to the eight communities with maps, subsections on masquerade and carnival events, vocabulary, discussion questions, activities centered on students creating their own carnival celebration, and resource bibliographies (books, online, media). This ambitious program kit, designed for full-bodied curricular and experiential exploration, can attain its potential as long as the teacher is prepared to utilize its richness.

—Mary Elizabeth McEntee  
Ann Arbor, Mich.

**Huichol Indians of Mexico: A Culture Kit.** Oakland, Calif.: Ethnic Arts & Facts [P. O. Box 20550, Oakland, CA 94620; phone: 510-653-4969; fax: 510-654-4106; e-mail: lep@ethnicartsnfacts.com; web site: www.ethnicartsnfacts.com], 2004. \$135.00.

This 10-piece kit consists of authentic artifacts, artwork, handmade crafts, daily use items, teacher's guide, audiocassette, and an adequately sized box for storage of the contents.

Manipulatives that make for eager learning include a Tsicuri (God's Eye), Muvieri (Shaman's Feathered Arrow), Nierica (Yarn Painting), Typical Huichol Carrying Bag, Picture of Traditional Huichol Father & Child (large postcard), Caitsa (Children's Rattle), Typical Huichol Earrings, and a small Beaded Gourd Bowl. The distinctive colors and patterns draw attention to the uniqueness of the Huichol peoples, and the sizes of each piece make it easy for elementary-age students to handle and become acquainted with the look, feel, and textures common to Huichol life. Durability depends on how well students of varying ages are monitored. The audiocassette, *Huichol Songs & Music*, originally released by Kupuri in 1990, includes "Song of the Children," "Song of the Drunken Brother," "Lost Headband," "Sacred Place Song," "Tacho and the Guitar," "Toro (Bull) Song," and others. Liner notes are illustrated with Huichol art.

The 25-page spiral-bound "Culture Kit Resource Packet" (teacher guide) begins with the publisher's statement of philosophy, followed by a background section by Juan Negrin, Cofounder of Wixarika Research Center, a nonprofit corporation for promoting public awareness of Huichol Indian culture. Each of the artifacts is then described in detail, and two pages of references are provided. A two-day lesson plan, follow-up lesson plans, student worksheet, enrichment activities categorized by discipline (Social Studies/Geography, Language Arts, Arts and Crafts, Music, and Science) comprise the main part of the guide. A web resource sheet and two full-page black-and-white reproducible maps round out the presentation suitable for introducing one of many of the peoples of Mexico.

The informative web site can act as an added resource, with full-color displays, high-quality photographs, links, and other features. This and other kits can be purchased as prepackaged, or customized for particular thematic units or curriculum focus.

—Mary Elizabeth McEntee  
Ann Arbor, Mich.

Lapp, Diane; Block, Cathy Collins; Cooper, Eric J.; Flood, James; Roser, Nancy; and Tinajero, Josefina Villamil, eds. **Teaching All the Children: Strategies for Developing Literacy in an Urban Setting.** New York: Guilford Publications [72 Spring St., New York, NY 10012; phone: (212) 431-9800], 2004. 353 pp. ISBN 1-59385-008-5, \$70.00 (cl); 1-59385-007-7, \$35.00 (pb).

This volume contains 25 essays on aspects of urban edu-

cation—out-of-school factors affecting students at all levels from preschool to high school, in-school factors, best school-wide practices for improving the literacy of urban students, and best classroom practices for improving literacy.

In the first part on out-of-school factors, essays focus on parental involvement, Black English, stereotypical perceptions of African-American youth, and incorporating native language resources in reading programs for Latino families. The section on in-school factors contains essays on educational fads (of which No Child Left Behind is only the most recent), the realities of teaching in urban schools, and promising programs resulting from nongovernmental organization initiatives.

The third part presents articles on school-community partnerships, improving access to books in the classroom, and addressing the disproportionate placement of urban students in special education classes, among other positive schoolwide initiatives. The section on classroom initiatives presents model classroom programs on differentiated reading instruction in first grade classrooms, closing the "vocabulary gap," developing skills of metacognition at the older elementary level, and using informational books to develop comprehension skills. While the essays are uneven in quality and usefulness, the best ones offer ideas, insights, and resources valuable to teachers of culturally diverse students. Indexed.

Noppe-Brandon, Gail. **Find Your Voice: A Methodology for Enhancing Literacy Through Re-Writing and Re-Acting.** Portsmouth, N.H.: Heinemann [361 Hanover St., Portsmouth, NH 03801-3912; www.heinemann-drama.com], 2004. 157 pp. ISBN 0-325-00701-2, \$18.95 (pb).

The author, an award-winning theater artist and educator, offers a guide to teachers, social workers, and others who are helping teenagers to develop literacy skills and innovative ways to express themselves. In 1997 she founded Starfish Theatreworks, a theater arts organization working with culturally diverse teens in New York City. Over the years, her teens have written and performed a number of plays that depict the concerns in their lives—confronting racial prejudice, dealing with a sibling's substance abuse, and relationships with parents and friends. Starfish Theatreworks also offers training workshops for teachers who want to use playwriting in their classes as a means of improving their students' literacy skills and ability to work in collaborative groups.

*Find Your Voice* is the author's means of reaching teachers unable to attend her New York City workshops. The book explains her trademark methodology of the same name and advises teachers on interpersonal issues related to a class's writing and acting. She also discusses the more practical issues of organizing the playwriting and acting unit, including scheduling, expectations (such as how many drafts students are expected to write), evaluation, and "going public" with the final product. Finally, she offers examples from plays by students and teachers.

This unique resource concludes with suggested monologues and scene assignments from a diverse list of well-

known plays for the class to use as examples. There is also a glossary of theatrical terms and an index.

Ong, Lance O. ***From F to Phi Beta Kappa: Supercharge Your Study Skills***. San Francisco: Chromisphere Press [P. O. Box 470743, San Francisco, CA 94147; www.chromisphere.com], 2004. 242 pp. ISBN 0-9744274-0-3, \$16.95 (pb).

When Ong first attended college at the age of 18, he flunked out. Years later, he returned and was one of only 19 (out of a class of 5,101) to graduate Phi Beta Kappa at San Francisco State University. His personal experience is the inspiration for this well-designed study guide geared to struggling first- and second-year college students.

The guide is divided into three parts. The first part presents the attitudes necessary for success in college. The second part focuses on specific skills—choosing the right courses, analyzing course requirements as presented in the syllabus, note taking, test taking (with several chapters devoted to the final exam), selecting members for group projects, giving oral presentations, writing term papers, and working with teachers. The final part offers advice on maintaining physical and psychological health in college.

The guide is relevant to students of all majors and in fact offers useful advice on choosing a major. (One technique is to look through textbooks from various disciplines in the college bookstore to figure out what appeals.) Quotations from a variety of cultures and time periods offer perspective. Ong describes the demanding attitude of his own Chinese

Confucian heritage in a nuanced discussion of perfectionism. He also mentions some of the obstacles faced by students with English as a second language and includes good advice for writing papers geared to those students; an updated edition should also include advice for students with specific learning disabilities. All in all, this is a valuable resource for students about to enter college (and fearful of the challenges facing them) as well as those who are already floundering but motivated to change. Indexed.

Wiske, Martha Stone, with Kristi Rennebohm Franz and Lisa Breit. ***Teaching for Understanding with Technology***. Hoboken, N.J.: Wiley [111 River St., Hoboken, NJ 07030; phone: (201) 748-6395], 2005. 152 pp. ISBN 0-7879-7230-4, \$25.00 (pb).

Wiske, a professor at the Harvard Graduate School of Education, has collaborated with teacher Franz and curriculum consultant Breit to produce a guide for K-12 teachers on the use of educational technology within the Teaching for Understanding framework. The book begins with an introduction to the concepts of Teaching for Understanding, followed by general comments on the use of technology within the framework as a means of presenting the curriculum and assessing student learning. The next five chapters look at each of the five principles of Teaching for Understanding in depth: generating topics, understanding goals, performing that understanding, ongoing assessment, and learning in reflective, collaborative communities.

Examples of technology use within the curriculum cover a variety of disciplines, including social studies, language arts, science, mathematics, art, music, and health. Specifically multicultural examples predominate in the chapter on creating reflective, collaborative communities. Among the curriculum units and resources profiled are the iEARN project, which pairs schools in the United States with those in the developing world via technology (a project with which Franz has been directly involved), a multimedia oral history project, the MUVE (Multi-User Virtual Environment) exploration of art across cultures, and an interdisciplinary exploration of the Harlem Renaissance. A final chapter approaches these topics in the context of undergraduate teacher education programs and professional development workshops. The book concludes with a glossary and an index. 📖

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