

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.

Crystal Productions [P. O. Box 2159, Glenview, IL 60025; phone: (847) 657-8144; web site: www.crystalproductions.com] has released "Cerámica y Cultura: The Story of Spanish and Mexican Mayólica," a multimedia program produced by the Museum of International Folk Art in Santa Fe, New Mexico. The program, which sells for \$85.00, consists of a 25-minute video in VHS format, a 48-page Teacher's Guide, and 20 laminated 8 1/2" x 11" color prints. Narrated by museum director Robin Gavin, the video explores the history of majólica—the art of tin-glazed ceramics originating in the Middle East, developed in Spain, and brought to Latin America with the colonization of the region from the fifteenth to the eighteenth centuries. Following the historical context, the video explains the process of creating majólica and interviews six artists from Spain and Mexico.

The Teacher's Guide contains an introduction and lessons grouped around the themes of Islamic origins, trade and transformation, structure, and majólica in daily life. For each chapter there is an activity section containing one to three activities. The guide concludes with a list of vocabulary words, discussion questions for the video, a time line, and a list of print and nonprint resources. The prints include plates and other objects such as a chocolate saucer, a chamber pot, and an apothecary jar. While the program is supposedly geared to kindergarten through twelfth grade, the video and activities are most appropriate to grades five and up.

Crystal Productions has also released the sixth set in its Know the Artist poster series, which offers an overview of great artists and their works. Among the artists presented in this set is John Biggers (1925-2001). In addition to providing a brief biography of this African-American artist, the poster features five of his notable works inspired by African and African-American spiritual traditions and the architecture of shotgun houses found in the American South. The other artists included in this set are Rene Magritte, Piet Mondrian, Grandma Moses, Fritz Scholder (a German-American artist from the Midwest who painted American Indian subjects), Sandy Skoglund, Henri de Toulouse-Lautrec, and Johannes Vermeer. All eight posters include a time line that includes historical events, periods of art history, and events in the individual artist's life. A Teacher's Guide accompanies the

set, which sells for \$49.00

Gangi, Jane M. **Encountering Children's Literature: An Arts Approach**. Boston: Allyn & Bacon [Pearson Education, 75 Arlington St., Boston, MA 02116], 2004. 338 pp. Foreword by Joseph Bruchac. ISBN 0-205-39240-7, \$45.80.

Gangi's unique approach to teaching reading and literature from preschool to grade six connects literacy to a variety of visual and performing arts including music, dance, visual arts, storytelling, drama, and games.

After initial chapters on teaching children's literature, a history of the genre, and selecting and evaluating children's literature, she divides the field into subgenres, each with an associated arts activity to draw students into the books. Beginning with picture books, which Gangi approaches through the art of illustration, she covers poetry (via music and choral reading); drama; folklore; information books (via geometrical puzzles); historical literature (via recreations of literature circles); biography, autobiography, and memoir (via oral interpretation); contemporary realism (via role-playing); fantasy and science fiction; and celebrations and commemorations. Each chapter describes the history of the subgenre, along with a time line, and exemplary works; additional recommended works appear in a lengthy resource list following the text. The chapters cover teaching strategies, commonly encountered issues and controversies, and assessment techniques. In each chapter, Gangi has chosen works that reflect the diversity of human experience, both in the United States and around the world. The appendix includes a listing of notable multicultural and international children's book authors and illustrators. There is also an index by name and subject.

Harvey, William C. **Inglés para Latinos**. Hauppauge, N.Y.: Barron's Educational Services [250 Wireless Blvd., Hauppauge, NY 11788; web site: www.barroneduc.com], 1992, 2003. 195 pp. + 2 CDs. 2nd ed. ISBN 0-7641-7880-3, \$24.95 (pb).

Harvey, William C. **Spanish for Gringos**. Hauppauge, N.Y.: Barron's Educational Services, 1990, 1999. 175 pp. + 2 CDs. 2nd ed. ISBN 0-7641-78878-1, \$24.95 (pb).

Yates, Jean. **Domine lo Básico Inglés**. Hauppauge, N.Y.: Barron's Educational Services, 1997, 2003. 430 pp. 2nd ed. ISBN 0-7641-2192-8, \$12.95.

The second edition of *Inglés para Latinos* joins the amusingly titled *Spanish for Gringos* as updated basic texts for those seeking to learn a second language. What distinguishes this pair are a lighthearted tone and a focus on oral communication (the "message") rather than on the rules of grammar.

Users of the paperback book and accompanying CD learn colloquial expressions that are part of everyday life: greetings, numbers and colors, questions, time, and words associated with people, places, common objects, money, and work. Special boxes offer tips for activities to reinforce the lesson (such as a bingo game) or special rules for each language (such as in English, an animal or object is referred to as “it” rather than with a gendered pronoun). In keeping with their focus on basic and conversational vocabulary, these beginning texts do not go into the multiple conjugations and tenses of verbs; in fact, very few verbs (as opposed to nouns or adjectives) make their way into the vocabulary. *Inglés para Latinos* offers an in-depth lesson only on the forms of the verb “to be,” though the helper verbs “to have” and “to do” receive some attention. The two guides conclude with answers to the small number of workbook-style activities (this isn’t designed as a workbook but does have some basic reinforcement activities and suggestions for additional ones users can pursue on their own) and a two-way vocabulary list. *Inglés para Latinos* also includes a list of common expressions and a list of commonly used irregular verbs with their past and past participle conjugations.

Those who have mastered *Inglés para Latinos* can move on to *Domine lo Básico Inglés*, a clearly organized text for self-study at the intermediate level. This thick paperback is structured more like a standard English as a Second Language text (though geared exclusively to native Spanish-speakers), with separate chapters on each part of speech, conjugations for verbs, and rules of grammar. The focus is on written as well as oral communication. Following the text is a more extensive list of irregular verbs and their conjugations, a list of false cognates, and an index.

Mack, Stevie and Williams, Kathleen. ***Kaleidoscope of Cloth***. Tucson, Ariz.: CRIZMAC [P. O. Box 65928, Tucson, AZ 85728-5928; phone: (800) 913-8555], 2003. 72 pp. with 6 art prints. \$68.80.

This curriculum guide for grades 3 through 12, presented in a three-ring binder with six loose color art prints, depicts the textile designs of the Kuna of Panama, the Ashanti of Ghana, the Hmong of Southeast Asia, and the indigenous Samoan peoples of the South Pacific. The curriculum begins with the molas of the Kuna people, which are appliquéd fabric panels or blouses. Students receive a cultural and historical overview highlighting the importance of nature in mola designs, and they complete a studio project—channel drawing to create an object to be appliquéd. The curriculum contains several interdisciplinary activities, including a folktale to be read and discussed. Following the molas, students can explore Hmong story cloths and flower cloths, the patterned kente cloth of the Ashanti people, and the Samoan tapa cloth, which is made from pieces of bark from the paper mulberry tree and contains both geometric designs and plant motifs. Later studio art activities involve drawing stories from the students’ own lives, weaving, and making homemade paper. Each of the four sections includes its own bibliography, and the final page lists activities and discussion

topics with a cross-cultural focus.

Muhammad, Shahid (The Math Doctor). ***How to Teach Math to Black Students***. Chicago: African-American Images [1909 W. 95th St, Chicago, IL 60643; (773) 445-0322], 2003. 154 pp. ISBN 0-913543-97-7, \$14.95 (pb).

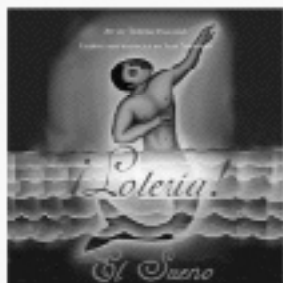
One of a set of three books from African American Images focused on the education of black children [Jawanza Kunjufu’s *Black Students, Middle Class Teachers* was reviewed in the March 2003 issue], *How to Teach Math to Black Students* focuses on the principles and process of teaching this subject area rather than specific lessons or techniques. As a result, the book can be used by teachers at all levels from kindergarten to high school.

Muhammad, who has taught in several black colleges and universities, begins with an overview of the importance of math knowledge for self-esteem and achievement and the levels of math knowledge from computation to critical and interdisciplinary thinking skills. He questions mainstream assumptions about the math ability of African-American students and points to specific instances where African-American and other students of color have been systematically tracked into low-level classes. He then gives examples of how mathematics can be relevant to the black experience, how animation and other creative pursuits can develop math abilities, and how writing can be used to build and express mathematical knowledge. Several chapters discuss teacher attitudes and expectations and strategies for communication and evaluation. This clearly written, accessible book is best suited as an overview resource that offers context and general principles; a bibliography of recommended curriculum guides would have made it even more useful.

Stringer, Donna M. and Cassidy, Patricia A. ***52 Activities for Exploring Values Differences***. Yarmouth, Maine: Intercultural Press [374 US Route One, P. O. Box 700, Yarmouth, ME 04096; phone: (207) 846-5168], 2003. 250 pp. ISBN 1-877864-96-X, \$49.95 (pb).

Though pricey, this paperback offers activities for classes at the high school and college level and workshops for adults in a variety of settings, particularly work settings. A “classification of activities” at the beginning of the volume indicates the best context (general, workplace only, and adaptable), time required, amount of risk in terms of participants making themselves emotionally vulnerable, and type of values being explored (personal, team, organizational, domestic diversity, and multinational diversity). While most of the activities are not specifically “multicultural,” they do explore values differences, worldviews, and practices that are frequently tied to a person’s culture, and participants are asked to assess the extent to which their cultural milieu affects these elements. The 52 activities are arranged by level of risk, with the initial ones best suited to younger or less experienced participants and trainers/teachers/ workshop leaders. Many of the later activities build on earlier ones. For each activity, there are a list of objectives, a list of materials, a description of the

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220 pp., 8 halftones. \$15.95 paper (0-8165-2378-0)

process, debriefing questions, and reproducible worksheets. Most of the activities have been adapted from tried-and-true diversity training programs in the corporate world. Appendixes include a cultural values Likert scale, a handout of definitions related to values differences, outlines for brief lectures required for some of the activities, and a bibliography. 

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