

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.

African Playground. New York: Putumayo World Music/Putumayo Kids [324 Lafayette St., Seventh Floor, New York, NY 10012; web site: www.putumayo.com], 2003. 43 minutes. CD. ISBN 1-58759-065-4, \$14.98.

Latin Playground. New York: Putumayo World Music/Putumayo Kids, 2002. 36 minutes. CD. ISBN 1-58759-055-7, \$14.98.

Latin Playground English & Spanish Activity Kit. New York: Putumayo World Music/Putumayo Kids, 2002. CD + 64-page book, 25 student journals, and wall map. ISBN 1-58759-060-3, \$69.95.

Following up on the successful release of its World Playground CD and curriculum for elementary and middle school students, Putumayo World Music has released two new CDs that focus on specific regions. *Latin Playground*, a 2002 release, includes 11 tracks suitable for children. The songs, by artists well known in their country or community, hail from Cuba, Colombia, Mexico, Brazil, Ecuador, Uruguay, Venezuela, Puerto Rico, and Latino cultures in the United States. The songs are upbeat and reflect a variety of musical styles such as Tex-Mex, bomba, mambo, cumbia, and samba. Along with guitars and various types of percussion instruments, listeners are introduced to instruments such as the charango, a stringed instrument popular among the indigenous peoples of the Andes region. In fact, the music reflects the hybrid origins of Latin American peoples, who trace their heritage to numerous indigenous groups, Africans brought as slaves to the Americas, and Europeans—mostly Spanish or Portuguese but later immigrants from Italy, Germany, Russia, and elsewhere. The CD contains a 32-page booklet that offers a basic but useful introduction to each artist and country or cultural tradition from which the song comes, along with the lyrics in Spanish and English.

The activity kit, available separately, includes the *Latin Playground* CD, the English translation of the lyrics; more extensive information about the songs, the countries from which they originate, and the musical styles of that country

or region; information about food and celebrations (when these songs are commonly played); a suggested activity for the classroom; and an extension activity for the school as a whole. There is also a student journal where youngsters can write about their impressions of the song and what they have learned about the country or culture. The 64-page book contains instructions in Spanish as well as English and is attractively designed and presented, with appeal to teachers and students at all levels (including Spanish classes at the secondary level).

Putumayo's 2003 release, which coincides with the company's tenth anniversary, collects the music of various regions of Africa. Again, well-known musicians are featured, among them Algelique Kidjo from Benin and the Mahotella Queens from South Africa. Other countries featured are Kenya, Congo, Senegal, Uganda, Ethiopia, Nigeria, Cape Verde, and Madagascar. As of this writing, no activity kit is available, but the attractive 32-page color booklet includes a glossary of terms used in the songs, photos from different regions of Africa, a one-page introduction to each of the 13 songs and the countries from which they come, and a brief biography of the performers. For some of the songs, the book includes lyrics in the original language and English. Other lyrics are in English only (which may or may not be their original language), and some pages do not provide lyrics at all but merely a brief summary. A portion of the proceeds from *Latin Playground* and *African Playground* go to the Putumayo Cross-Cultural Initiative, which "uses world music, experiential learning and the arts to inspire children and families worldwide to explore and connect with diverse cultures."

Armstrong, Keith. ***Pathways of Diversity and Enlightenment: Critical Reflections for Transformation.*** DeKalb, Ill.: Educational Studies Press [Northern Illinois University, College of Education, DeKalb, IL 60115-2854; phone: (815) 753-9362], 2003. 100 pp. ISBN 1-879528-24-X, \$23.95 (case bound); 1-879528-29-0, \$18.95 (pb).

The purpose of Armstrong's book is to make college students more appreciative of diversity with respect to race, class, gender, sexual orientation, and mental and physical disability in order to reduce tensions and demeaning or oppressive behaviors. The book grew out of participatory workshops the author conducted with college students in Canada and the United States. The goal of these workshops was to give voice to the experiences and struggles of oppressed peoples so that those experiences and struggles do not remain invisible. The book collects the stories of workshop participants and presents them primarily through striking captioned photographs and essays. Among those essays are the reflec-

tions of two African-American women in academia on the subject of mentoring and an Appalachian man writing about how he came to appreciate his culture and heritage later in life. Additional chapters detail the author's philosophical background and approach, grounded in the theories of Paolo Freire, along with definitions of oppression and a discussion of the structures and methods that work best with participatory groups of adults. Many of the chapters contain extensive references and bibliographies.

The **Center for Research on Education, Diversity, and Excellence (CREDE)** announces the publication of three new research reports. The first, "Two-Way Immersion 101: Designing and Implementing a Two-Way Immersion Education Program at the Elementary Level" by Elizabeth R. Howard and Donna Christian, describes essential (required for all programs) and variable (programmatically based on individual student and school characteristics) features for successful programs from pre-kindergarten through sixth grade. Based on 15 years of research, the book offers an overview of two-way immersion programs, discusses the ideal composition of classes in terms of English language learners and monolingual English speakers, and examines age-appropriate teaching methods. Parental involvement and teacher and staff communication are also addressed. The 22-page report concludes with references and a list of resources for planning two-way immersion programs. The report sells for \$5.50; shipping and handling is included.

"The Dual Language Program Planner: A Guide for Designing and Implementing Dual Language Programs" by Elizabeth R. Howard, Natalie Olague, and David Rogers is a 26-page report that focuses on planning programs in two languages for English or other-language learners. The guide offers a framework, applicable to all levels, for developing and implementing programs and a collection of tools such as discussion questions, graphic organizers, and quizzes. Also included are strategies for building support within the school and community for the dual-language program. This report sells for \$10; shipping is not included.

"Review of Research on Educational Resilience" by Hersh C. Waxman, Jon P. Gray, and Yolanda N. Padrón addresses the need for additional information on how to approach students at risk for academic failure. The authors examine studies of youngsters who succeed despite difficult economic, social, or physical conditions. The report defines resilience, lists the personal and community characteristics that contribute to resilience, summarizes the research on resilient vs. nonresilient students, and describes implications for practice. School factors that enhance the resilience of students include teacher support and expectations, positive school climate (school resilience), professional development of teachers, and the use of teaching methods that empower students rather than drill and direct instruction. The 22-page report is available for \$5.50, shipping and handling included.

All three reports may be ordered from CREDE, University of California, Santa Cruz, 1156 High St., Santa Cruz, CA 95064; phone: (831) 459-3500; e-mail: crede@cats.ucsc.edu; web site: www.cal.org/crede.

The **Council for Opportunity in Education**, a nonprofit organization founded in 1981 to expand educational opportunities for disadvantaged students, has released the *2003-2004 Directory of TRIO Programs*. Federal TRIO Programs, which include Upward Bound, Upward Bound Math and Science, Veterans Upward Bound, Talent Search, Student Support Services, Educational Opportunity Centers, and the Ronald E. McNair Post-Baccalaureate Achievement Program, are designed to help students overcome "class, social, academic, and cultural barriers to higher education." The directory begins with a general introduction to the range of TRIO Programs, which include academic enrichment, college counseling, and financial aid assistance. Following this introduction are state-by-state listings of programs available at two- and four-year colleges, along with contact persons, addresses, phone and fax numbers, and e-mail addresses. The directory also contains listings for the protectorates of the South Pacific (such as Guam, Palau, and the Marshall Islands), the U.S. Virgin Islands, and Puerto Rico. One may obtain the directory through the Council for Opportunity in Education, 1025 Vermont Ave. NW, Suite 900, Washington, DC 20005; phone: (202) 347-7430; web site: www.trioprograms.org.

Kaucher, Shari. *Borinquén—Then and Now: The Art and Culture of Puerto Rico*. Tucson, Ariz.: Crizmac [P. O. Box 65928, Tucson, AZ 85728-5928; phone: (800) 913-8555; web site: www.crizmac.com], 2003. 112 pp. + 7 color prints, 8" x 10". ISBN 0-945666-76-4, \$64.95.

Crizmac's latest art curriculum focuses on the art of Puerto Rico from the Taíno before contact to the present, with a strong interdisciplinary emphasis. Six lessons, each taking one or more class periods, introduce the history of Puerto Rico, the art of the Taíno people, the art of the Spanish Colonial period, the making of festival masks, graphics and printmaking, and contemporary Puerto Rican art. Throughout, students in grades 3 to 12 will come to appreciate the island's indigenous, African, and European cultural heritage through art forms, such as the masks, that combine all three traditions. Each lesson begins with objectives and materials, a list of vocabulary words, background information on the art form, specific information on the accompanying art print, discussion questions, and a studio art activity. The color art prints depict a Taíno carving, three festival masks, a nineteenth-century painting of a wake, a print from the 1960s, and a wall mural painted in 1990. Supplemental materials include maps of the Atlantic and Caribbean regions, drawings of Taíno petroglyphs; prompts for an artist's statement about the studio art projects; multicultural prompts; supplementary resources that include organizations, museums, and web sites; and a bibliography.

Meier, Paulette. *Come Join the Circle: LessonSongs for Peacemaking*. Cincinnati, Ohio: LessonSongs Music [P. O. Box 23171, Cincinnati, OH 45223; web site: www.lessonsongs.com], 2003, 2001. 70 minutes. CD. Arrangements by David Archer. Second edition, includes seven instrumental tracks. \$15.00.

Noted folksinger and peace educator Meier offers 14 songs to teach peaceful resolutions to conflict for children from preschool to eighth grade. The songs, arranged by David Archer, suggest a variety of musical styles: gospel (the opening song, "Come Join the Circle"), Middle Eastern ("Listen!"), country ("TIME at the Peace Table"), Celtic ("Good Friends"), and hip hop ("Cool Cooperation"). "Break 'em on Down" is sung in both English and Spanish to encourage appreciation of language diversity. Most of the tracks feature the voices of children themselves, students from two elementary schools in Cincinnati, where Meier lives. In addition to urging nonviolent conflict resolution, the lyrics encourage taking care of the environment, gender equality, and appreciating differences based on race, ethnicity, and social class. These lyrics are openly didactic, using catchy tunes to teach specific lessons; in fact, "TIME at the Peace Table" refers to a poster and booklet that explain the TIME program for peacemaking ("Taking Turns Talking and Listening," "I-Messages," "Making Suggestions and Choices," and "End It All" by shaking hands).

When it was first released in 2001, *Come Join the Circle* received a Parents' Choice Award. The new edition contains instrumental versions for seven of the tracks so children can learn the lyrics and sing along.

Richardson, Robin and Miles, Berenice. ***Equality Stories: Recognition, Respect and Raising Achievement.*** Stoke on Trent, U.K.: Trentham Books; dist. by Stylus Publishing [22883 Quicksilver Dr., Sterling, VA 20166-2012; phone: (703) 996-1039], 2003. 92 pp. ISBN 1-85856-266-X, \$22.50.

Although not directly stated, this book was inspired in part by the memory of Stephen Lawrence, an 18-year-old black student stabbed to death by white racists in Britain in 1993. The authors draw on their experiences in a local school district in London given the fictitious name of Oakwell. They begin with a summary of how administrators in Oakwell attempted to confront institutionalized and street-level racism in this culturally diverse urban area, which had seen a growing immigration of blacks from the Caribbean and Africa. Topics addressed include the importance of high expectations; multiple intelligences; dealing with sensitive and complex issues of race, ethnicity, and class; the special needs of refugee families; and working with students and families who are new to the English language. Special boxes present stories of students, teachers, administrators, and parents; these stories illustrate the authors' points and model teachers' use of stories to raise awareness and acceptance of cultural differences. The final chapter offers a model school policy on racial equality and reflections of students, ages 8 to 15, on the life and death of Stephen Lawrence. This book, valuable for the compelling stories it presents as well as its international perspective, includes photos, flow charts, references, and a bibliography.

Rothstein-Fisch, Carrie. ***Bridging Cultures: Teacher Education Module.*** Mahwah, N.J.: Lawrence Erlbaum Associates [10 Industrial Ave., Mahwah, NJ 07430; phone:

(201) 236-9500 / (800) 926-6579], 2003. 158 pp. ISBN 0-8058-4207-1, \$39.95 (pb).

This volume is a step-by-step program for preservice and inservice teachers to raise awareness of cultural differences and their impact on classroom teaching. Designed for teacher trainers to use in one or two class sessions, the module focuses on improving communication and building relationships of trust between home and school.

Rothstein-Fisch posits that a principal difference between the mainstream classroom environment and the culture of the immigrant child has to do with the conflict between individualism and collectivism. She calls on teachers to incorporate a more collectivist approach in classrooms with immigrant children, with more emphasis on sharing, group activities and assessment, respect for authority, and seeing the child as part of a family unit. Much of the book consists of a facilitator's script to guide preservice and inservice teachers through the concepts, discussions, and activities. Topics and examples apply to classrooms from preschool through the secondary level. Rothstein-Fisch includes reproducible overheads and handouts, commentaries from previous preservice workshop participants, references, and an index.

Swiniarski, Louise Boyle and Breitborde, Mary-Lou. ***Educating the Global Village: Including the Child in the World.*** Columbus, Ohio: Merrill Prentice Hall [445 Hutchinson Ave., Columbus, OH 43235; phone: (614) 841-3700], 2003. 254 pp. Second ed. ISBN 0-13-098176-1, \$41.00 (pb).

First published in 1999, this textbook for preservice teachers has been reorganized and updated, with more emphasis given to children with special needs. The book is basically a multicultural education text that approaches its subject through cross-cultural perspectives and a discussion of the international roots of diverse students in the United States. Even so, the September 11 attacks, seemingly an impetus for enhancing U.S. students' awareness of the world outside, receive scant mention, and for the most part, the suggested approaches and model programs (taken from schools around the world) remain the same. Changes include adding a sustainable environment to the goals of global education, with corresponding lesson suggestions; coverage of alternative approaches such as multiple intelligence schools, standards-based schools, and full service schools; and expanded discussion of the Internet and its role in a global community. Each of the 10 chapters concludes with reflection questions and references. The book also offers annotated lists of teacher resources and multicultural materials for classroom use, organizations concerned with multicultural and global education, Internet sites, and resources for parents. Indexed.

