

# Chalkboard

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*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 *MultiCultural Review*, P.O. Box 270, Lutz, FL 33559. If you would like the items returned, please provide return postage.

Chan, Anne. *Inspire, Empower, Connect: Reaching Across Cultural Differences to Make a Real Difference*. Lanham, MD: Rowman and Littlefield Education [4501 Forbes Blvd., Suite 200, Lanham, MD 20706; (800) 462-6420; <http://www.rowmaneducation.com>], 2010. 151 pp. \$32.95 pb. ISBN 978-1-60709-604-7. Index. References. Tables.

Chan addresses the issue of mentoring and connecting successfully with students in a multicultural context. She bases her work on her own mutually beneficial mentoring relationship that has proved respectful, honest, supportive, and culturally congruent. She divides her book into four sections: Establishing the Mentoring Relationship and Building Trust; Developing the Protégé's Skills; Facilitating the Protégé's Socialization; and Institutions and Mentoring. Chan begins by offering a description of effective mentoring, emphasizing the relationship itself, trust, understanding the protégé's world, and putting it all together.

Chapters conclude with "Practical Strategies" that put theory into action while anticipating possible obstacles and offering ideas about overcoming them. Chan also puts importance on talking about culture and race, and she points out the significance of humor in establishing a common bond of trust when mentoring. She discusses the necessity of acknowledging the "elephant" in the room: talking about race and culture. Openness, honesty, and good listening join being an effective role model in developing the effective mentorship. Selected case examples support theory. This insightful guide provides practical methods for dealing with cultural differences in the mentoring relationship.

Dilg, Mary. *Our Worlds in Our Words: Exploring Race, Class, Gender, and Sexual Orientation in Multicultural Classrooms*. New York: Teachers College Press [1234 Amsterdam Avenue, New York, NY 10027; (212) 678-4149; <http://www.tcpress.com>], 2010. 168 pp. \$62. ISBN 978-0-8077-5117-6. \$26.95 pb. ISBN 978-0-8077-5116-9. References. Index.

Dilg seeks to help teachers aid their students in meeting the high standards of reading and writing while preparing them to become thoughtful and productive members of a multicultural society, bringing readers intimately into her classroom where she guides her

students in reaching across social, cultural, and economic lines that divide to build lifelong literacy skills. She introduces her students to a vast range of American scholars, writers, and artists before inviting them to examine, debate, and negotiate the ideas presented. Student writing in the safe environment of her classroom enables them to explore complex issues and to make sense of themselves and their diverse world. Her detailed account of teaching in a culturally and linguistically diverse classroom includes practical strategies for engaging and motivating students. She also provides a model for integrating issues of race, class, gender, and sexual orientation into the English classroom and curriculum. Dilg also offers a blend of traditional American literature with more current treatments that successfully engage today's diverse classrooms. She gives readers a glimpse at students communally building a supportive, multicultural classroom and provides examples of student writing. Online access to course syllabi, sample assignments, and project guidelines can be found at [http://www.tcpress.com/pdfs/Supplement\\_0807751162.pdf](http://www.tcpress.com/pdfs/Supplement_0807751162.pdf).

Gay, Geneva. *Culturally Responsive Teaching: Theory, Research, and Practice, 2nd Ed.* Multicultural Education Series. New York: Teachers College Press [1234 Amsterdam Avenue, New York, NY 10027; (212) 678-3963; <http://www.tcpress.com>], 2010. 320 pp. \$29.95 pb. ISBN 978-0-8077-5078-0. References. Index.

Recognizing the needs of today's diverse student population and the disproportionately low achievement of students of color at all levels, Gay provides a solid foundation on culturally responsive teaching that combines multicultural education theory and research with real-life classroom stories. She provides proof that students will perform better on many measures of success when teaching is filtered through their own cultural experiences. This revised edition includes expanded coverage of student ethnic groups (African and Latino Americans as well as Asian and Native Americans); a new section on standards and diversity; new examples of culturally diverse curriculum content; more examples of programs and techniques that demonstrate culturally responsive teaching; an emphasis on positive, action-driven possibilities in student-teacher relationships; and new material on culturally diverse communication that talks about common myths about language diversity and the effects of "English Plus" instruction.

Eight chapters address the challenges and perspective of culturally responsive teaching; pedagogical potential; the power of caring; classroom culture and communication; diversity in curriculum content; cultural congruity in the classroom; personal experience putting theory into practice; and an assessment looking both backward and forward. Reviews of the first edition praised it for its "comprehensive account of the important role that culture plays in the teaching and learning process" and wide-ranging "explanation of culturally responsive teaching and how it can make a difference in the lives of students of color."

Herrera, Socorro. *Biography-Driven Culturally Responsive Teaching*. New York: Teachers College Press [1234 Amsterdam Avenue, New York, NY 10027; (212) 678-3963; <http://www.tcpress.com>], 2010. 192 pp. \$29.95 Oversize pb. ISBN 978-0-8077-5086-5. Charts. Illus. Appendixes. References. Index.

This guide provides practical advice and tools for teachers serving culturally and linguistically diverse populations (CLD). Geneva Gay's foreword to this resource states, "it is clear that this is a volume by a teacher for teachers who want to become more adept at helping culturally and linguistically diverse learners succeed academically." Student biographies are the point of departure for teacher planning and implementation of more successful culturally responsive instruction. By tapping into the strengths that students bring from their sociocultural, linguistic, cognitive, and academic histories, Herrera's research-based strategies fit easily into school programs for improved results. Personal reflection on many aspects of teaching and learning will assist professional development for use in diverse classrooms.

The book features tools for understanding families and students in ways that value culture and language; CLD teaching tactics based on current knowledge; support for Level 1 Response intervention implementation and reduction of the need for Levels 2 and 3; real-life teacher voices and samples of student work; and teacher planning and teaching tools that can be freely downloaded at <http://www.tcpress.com/pdfs/0807750867.pdf>.

Howard, Tyrone C. *Why Race and Culture Matter in Schools: Closing the Achievement Gap in America's Classroom*. New York: Teachers College Press [1234 Amsterdam Avenue, New York, NY 10027; (212) 678-3963; <http://www.tcpress.com>], 2010. 208 pp. \$62. ISBN 978-0-8077-5072-8. \$27.95 pb. 978-0-8077-5071-1. Charts. Illus. References. Index.

Geneva Gay, in her forward to Howard's resource, states, "This book will be challenging for some readers and affirming for others. It is at times disheartening and other times inspiring; sometimes anguishing but always enlightening." Race and culture are often misunderstood by educators and school personnel. Three studies that investigate schools that have been successful in closing the achievement gap form the basis for Howard's discussion of how adopting greater awareness and comprehensive understanding of race and culture can improve educational outcomes. Seven chapters outline the changing racial, ethnic, and cultural demographics of U.S. schools; call upon educators to devote serious attention to how race and culture play out in school settings; present empirical data from schools that have improved achievement results for racially and culturally diverse students; and focus on ways in which educators can partner with parents and communities.

Howard is Associate Professor of Education in the Division of Urban Schooling and Director of Center X in the Graduate School of Education and Information Studies at UCLA. His research effort and work centers on the achievement gap facing African American and other culturally diverse students and the importance of reversing this trend.

Lewis, Chance W. *An Educator's Guide to Working with African American Students*. West Conshohocton, PA: Infinity Publishing

1094 New DeHaven Street, West Conshohocton, PA 19428-2713; (610) 941-9999], 2009. 107 pp. \$19.95 pb. ISBN 978-0-7414-5546-8. Illus. Tables. References.

Subtitled "Strategies for Promoting Academic Success," this work spells out a prescription for rescuing African American students in the nation's schools and redirecting their efforts to enable them to achieve their full potential. Practical advice is presented in eight chapters that encourage teachers to self-reflect to improve the educational climate for students of color; better connect with African American students in the classroom; create the kind of homework that is most effective in improving performance; work to improve standardized test scores; foster the expectation of college; and provide the most effective education for the real world. Statistics back up the data, and tables of ideas support the information provided. Lewis is the Endowed Chair and Associate Professor of Urban Education at Texas A&M University, and he has worked with more than sixty school districts nationwide. For more information, consult his personal Web site at <http://www.chancewlewis.com>.

Mora, Pat. *Zing! Seven Creativity Practices for Educators and Students*. Thousand Oaks, CA: Corwin Press [2455 Teller Road, Thousand Oaks, CA 91320; (805) 410-7750; <http://www.corwinpress.com>], 2010. 140 pp. \$23.95 pb. ISBN 978-1-4129-7839-2. Illus. Suggested Reading. Biblio.

Noted poet and author of children's and young adult books Mora provides a useful guide for teachers and librarians to direct the creative process in her explanation of her own writing progression and how her practices can be used in the classroom and other environments to inspire the "zing" in the creative endeavor. She offers seven practices: value your creative self; enjoy quiet; gather your materials begin your project; revise; share your creations; and steadily persist in your creative work. Direct statements, "Dear Teacher," assist in putting each step of the practice to work, and invitations to write help guide the artistic effort through specific activities. She seeks to help educators access their creative selves and, in the process, become better teachers, and nurture students in expressing themselves through writing and other creative pursuits. A list of questions for exploration concludes her helpful resource.

Rotenberg, Bettina. *I Dare to Stop the Wind: Challenging Children in the Public Schools Through the Arts and Poetry*. Berkeley, CA: VALA (Visual Arts/Language Arts) Book Press [1605 Berkeley Way, Berkeley, CA 94703; (510) 845-9610; <http://www.valaproject.org>], 2009. 134 pp. \$24.95 pb. ISBN 978-0-615-33610-7. Illus.

In light of an atmosphere that turns public schools into test-score factories, Rotenberg and the VALA Projects seek to envelop children whose lives are dimly restrictive and subject to violence and poverty with a sense of inspiration from the visual and performing arts. VALA brings artists and writers to public elementary schools in West Contra Costa and Alameda, California, to give children, many of whom are English Language Learners the incentive to write creatively about their experiences. The Project also trains teachers and guest artists in an innovative cross-cultural, and multigenerational approach to teaching that emphasizes writing within the artistic

process. Rotenberg's chronicle of her experience within this project makes clear that when ELL students are presented with contemporary, sophisticated examples of poetry and art that relate to their personal lives, they are more capable of reading and writing passionate and engaging prose.

Full-color reprints of student art and poetry juxtapose Rotenberg's narrative of the journey that she and others took to encourage the students' free expression. Their practices can surely be replicated in any classroom but would be of particular interest in similar ELL classrooms across the United States.

**Teaching New Literacies in Grades 4–6: Resources for 21st Century Classrooms.** Barbara Moss and Diane Lapp, Eds. New York: Guilford Press [72 Spring Street, New York, NY 10012; (800) 365-7006; <http://www.guilford.com>], 2010. 354 pp. \$55. ISBN 978-1-60623-502-7. \$30 pb. ISBN 978-1-60623-501-0. Charts. Illus. Index.

**Teaching New Literacies in Grades K–3: Resources for 21st Century Classrooms.** Barbara Moss and Diane Lapp, Eds. New York: Guilford Press [72 Spring Street, New York, NY 10012; (800) 365-7006; <http://www.guilford.com>], 2010. 321 pp. \$55. ISBN 978-1-60623-498-3. \$30 pb. ISBN 978-1-60623-497-6. Charts. Illus. Index.

Divided into three parts—Teaching the Genres; Teaching Other Genres; and Crafting the Genre—these titles call upon their contributors to provide creative strategies for engaging students in grades K–3 and 4–6 with fiction, poetry, and plays; informational texts; graphic novels; digital storytelling; Web-based and multimodal texts; hip-hop; advertisements; math problems; and many other types of texts. Seasoned professionals provide research that grounds the twenty-three complete lessons, while providing practical activities and assessments for promoting decoding, fluency, comprehension, and other key literacy skills. Snapshots of diverse classrooms bring the material to life; helpful reproducibles are included. Chapters conclude with a list of resources or references, and in some cases, list appropriate children's books for use in the classroom. The target audience is classroom teachers, literacy specialists and coaches, staff developers, pre-service teachers, and teacher educators.

These books provide concrete examples for classroom use, making them complete and ready-to-use resources, but they would also be of use in advanced literacy methods courses at the undergraduate and graduate level.

**Young English Language Learners: Current Research and Emerging Directions for Practice and Policy.** Eugene E. García and Ellen C. Frede, Eds. New York: Teachers College Press [1234 Amsterdam Avenue, New York, NY 10027; (212) 678-4149; <http://www.tcpress.com>], 2010. 214 pp. \$70. ISBN: 978-0-8077-5112-1. \$32.95. ISBN 978-0-8077-5111-4. Charts. References. Index.

In an attempt to provide a wealth of resources for educators challenged by the unique needs of young English language learners (ELL), contributors review research and offer answers to three questions: what does the research clearly indicate for policy and practice; how solid is the data and what findings are emerging; and what should the research agenda be for young English language learners. With the rise in numbers of non-English speakers in the United States and

the preponderance of this population being children under the age of five, researchers find that there are often gaps in basic math and reading skills among these learners. The editors provide up-to-date syntheses of the research base for young ELLs on critical topics such as demographics, development of bilingualism, cognitive and neurological benefits of bilingualism, and family relationships. Classroom assessment and teacher-preparation practices are also discussed.

## AUDIO

Palmer, Hap. *Learning in Two Languages* / Apriendo en dos idiomas. Sherman Oaks, CA: Hap-Pal Music [c/o FS Management, Box 5955, Sherman Oaks, CA 91413; <http://happalmer.com>]; 2010. CD \$14.95.

This bilingual recording for grades K–3 teaches English and Spanish through music and movement, alternating first the English version of a children's song followed by the Spanish. Animals, colors, days of the week, opposites, articles of clothing, identifying sounds, adverbs of place, and prepositions comprise the song topics. In addition, there are a host of colorful words and images used in telling stories and setting scenes for learning word meanings. Children will also hear the sounds of real instruments including piano, bass, drums, guitar, trumpet, trombone, saxophone, flute, piccolo, violin, viola, cello, marimba, bongos, congas, tambourine, and maracas played by excellent studio musicians. Songs are written and produced by Palmer, and a complete teaching guide with lyrics is available at Palmer's Web site.

## VIDEO

Chavez, Agnes. Series: *Sing and Learn*. Cincinnati, OH: [Master Communications, Inc.; 4480 Lake Forest Drive, Suite 302; Cincinnati, OH 45242; (513) 563-3100; [sales@master-comm.com](mailto:sales@master-comm.com); <http://www.master-comm.com>], 2010. Ages 3 Up. Includes Teacher Guide PDF.

*Sing and Learn English*. DVD. 27 min. Color. \$19.99. ISBN 978-1-60480-080-4 (Home viewing). Educational version, \$29.95. ISBN 978-1-60480-094-4 (PPR/Institutional).

*Sing and Learn Spanish*. DVD. 27 min. Color. \$19.99. ISBN 978-1-60480-081-4. Educational version, \$29.95. ISBN 978-1-60480-095-1.

*Sing and Learn More Spanish*. DVD. 27 min. Color. \$19.99. ISBN 978-1-60480-079-1. Educational version, \$29.95. ISBN 978-1-093-7.

These DVDs seek to make learning Spanish and English fun through Salsa, Cumbia, and Ranchera music and multicultural rhythms from around the world. While recognizing the critical importance of knowing a second language, learning is made fun and easy through everyday activities. Each DVD is accompanied by Teacher's Guides that are filled with lesson plans, vocabulary lists, song lyrics in both English and Spanish, a look at English words that came from the Spanish, and additional resources. 🎧