1990

Multicultural literature based reading program

Brenda Naimah Sudan

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California State University
San Bernardino

MULTICULTURAL LITERATURE BASED READING PROGRAM

A Project Submitted to
The Faculty of the School of Education
In Partial Fulfillment of the Requirements of the
Degree of

Master of Arts
in
Education: Reading Option
By
Brenda Naimah Sudan, M.A.
San Bernardino, California
1990
MULTICULTURAL LITERATURE BASED READING PROGRAM

Brenda Naimah Sudan, M.A.

California State University, San Bernardino, 1990

Statement of the Problem

As the growth of our multiethnic population increases in California, it is the responsibility of educators to accommodate differences within classrooms in a positive and productive way. Historically, textbooks have been filled with bias and stereotypes. According to a multicultural analysis of popular basal reading series, Butterfield, Demos, Grant, Moy and Perez (1979) found "bias that can negatively affect young readers is still present." The report states, "If one believes that children are entitled to develop to their maximum potential without the crippling effects of bias and stereotyping, then children have the right to bias-free materials which publishers and educators have the responsibility to provide." (p. 389) Since the average classrooms are basal reader dependent, teachers must learn to supplement their reading programs. Through the use of a multicultural literature based reading program students will be able to find books and materials that reflect their cultural identity thus bridging the gap of differences among students.
Procedure

This project is built around multicultural children's literature. The first step in developing a quality multicultural literature based reading program was to search local libraries as well as book stores and children's literature reviews to choose material by or about the ethnic groups selected, African-American, Hispanic, Asian and American Indian.

The criteria used in selecting multicultural literature were that the material promote positive images of the ethnic group, contents of the literature link the story to the students own personal experience and the material could easily adapt to other subjects across the curriculum, presenting a whole language approach to reading.

In keeping with the whole language concept, the material selected promotes the processes of listening, speaking and writing. Care was taken to establish a well developed program in accordance with the English Language Arts Framework of California (1987) which states, "Students who learn to work with each other in cooperative learning groups based on mutual interest and criteria other than ability develop their capacity to use language creatively." (p. 26) The multicultural literature based reading program offers an array of cooperative learning situations in
assignments such as choral reading, group mural drawing, international cooking and short plays expressing newly discovered knowledge of each cultural group.

Results

The results of the project show that the average classroom is not equipped with enough multicultural literature to offer a universal unbiased view of the world through its reading program. Teachers must realize that the basal reader is not enough because often stories with ethnic characters are not ethnic literature. "Bibliographies with ethnic categories and identifiers can help educators to find and understand ethnic literature." (Foster, 1987; p. 1) Through the reading of multicultural literature students can get a closer look into the world in which they must contribute.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTERS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Advantages of a Multicultural Literature Based Reading Program</td>
<td>5</td>
</tr>
<tr>
<td>Recognizing Literature as the Inner Life of People</td>
<td>6</td>
</tr>
<tr>
<td>Appreciating Differences in Culture Through Literature</td>
<td>7</td>
</tr>
<tr>
<td>II. Goals and Objectives</td>
<td>9</td>
</tr>
<tr>
<td>III. Literature Review</td>
<td>11</td>
</tr>
<tr>
<td>History</td>
<td>11</td>
</tr>
<tr>
<td>Re-Educating Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Choosing Appropriate Literature</td>
<td>16</td>
</tr>
<tr>
<td>Whole Language Approach</td>
<td>18</td>
</tr>
<tr>
<td>Benefit for Weaker Readers</td>
<td>19</td>
</tr>
<tr>
<td>Writing Benefits</td>
<td>19</td>
</tr>
<tr>
<td>Adaptation to Other Grade Levels</td>
<td>20</td>
</tr>
<tr>
<td>Summary</td>
<td>21</td>
</tr>
<tr>
<td>Limitations</td>
<td>22</td>
</tr>
<tr>
<td>IV. Appendix A</td>
<td>23</td>
</tr>
<tr>
<td>Multicultural Literature Based Reading Program: Thirteen day lesson plan</td>
<td>24</td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
</tr>
</tbody>
</table>
The use of a multicultural literature based reading program can enhance the curriculum in several ways. First, it will serve to increase the use of children's literature in the regular reading program. Second, it can broaden student's knowledge of other cultures through folktales, poetry, and real-life stories. Finally, it can serve as a positive tool for elementary teachers, offering students a more global view of the world at a time when they are impressionable and can easily form positive attitudes towards people who are different from themselves.

Recent research has concluded that literature used in the classroom can broaden the perspective of a child's understanding of the world. In a paper submitted to the Florida Reading Association by Ann Stoddard (1983) she states, "Children's literature is an excellent medium to use to introduce global concepts and bridge multicultural understanding." (p. 2) Children need to find positive tools, such as literature, to help them learn the differences and similarities among cultures.

Stoddard (1983) cites several research studies that confirm literature is effective for teaching basic concepts. "First, children learn and retain concepts better, than when using the textbook alone." (Barrilieux, 1967; Fisher, 1980) Second, the use of fiction can also cause change in
attitude to the reader (Divest & Merwin, 1960) and Edwards (1972). (p. 2) It is this change to a positive attitude that will help children feel more sensitive towards others who may look or live differently.

The use of children's literature can offer students a view of the world from another's perspective. High interest books such as picture books, animal stories, and folktales present cultural concepts in a non-threatening and informative way (Stoddard, 1983). With a good selection of reading material the classroom teacher can offer an open forum for discussions on a global concepts.

Since this multicultural program will focus on literature, it will be of great importance to select books void of using myths and stereotypes of any group. The first consideration, when using a multicultural work, is finding authors of the same group being studied. This will not only offer a more authentic story, but give acknowledgement to the many writers who are not usually recognized in the literary world.

Another important point to consider in selecting material is the message the stories will bring the young readers. Literature should help ethnic and so-called minority students develop a positive self image. Multicultural literature helps all students recognize how
different cultural groups need and depend on each other, and share in the notion "that all cultural groups have more similarities than differences." (Stoddard, 1983, p. 1)

One possible criticism of a multicultural literature based program is that this program will only benefit children of so-called minority groups. Although it is true that students who read and listen to material about themselves are left with a feeling of self pride and esteem, we must also see the benefits of such a program for all children. When schools offer literature programs that primarily focus on British and European-American values, Florez and Hadaway (1986) state, "students are exposed to a narrow linguistic, historical and cultural picture." (p.2) The council on Interracial Books for Children (1977) state that "White children, too, deserve more than most books now provide. Growing up in a monocultural environment deprives white children of a broad, rich education. To limit white children's experience to Euro-American language, musical and literature tradition, visual arts, and historical perspective, is to rob them of enrichment and sophistication which comprises good education." (p. 26) Therefore, it is important that the design of this multicultural literature based program offer materials that will provide insight that goes beyond the child's own experiences.
This project is a multicultural based program that will focus on four cultural groups, African-American, Asian, American Indian and Hispanic. Beginning with the tracing of each culture's roots in its ancestral motherland and following the path to America through written material such as folktales and real life stories, students will gain an historical perspective of each ethnic group.

A multicultural reading program presents a multiplicity of authors who offer a variety of literary works which satisfy one of the recommendations suggested by the English Language Arts Framework of California (1987) for school districts. The Frameworks states, "With a rich and diverse background in literature, students can begin to discover both the remarkable wholeness in the intricately woven tapestry of American society and the unique variety brought by many cultures to that intriguing fabric." (p. 7) The reading program presented in this paper conforms to the established English-language art curriculum. Thus to capture human experience through reading, "A strong literature program offers the language and literature of many nations and perspectives; of racially and ethnically and culturally diverse societies; and of poems and narrations, fables and legends, and stories and plays." (p. 7)

According to the California History - Social Science
Framework (1988) students must develop cultural literacy. (p. 15) The framework stresses "Students should develop respect for the human dignity of all people and understanding of different cultures and ways of life" (p. 15). A multicultural literature based reading program would serve the needs of such a framework because it offers students a variety of reading materials that explores poems, plays, music, and visual arts that express the "spirit of the culture" (p. 15).

As we enter into the 1990s, there is light at the end of the tunnel for multiethnic studies. According to the latest California English Language Frameworks and History - Social Science Frameworks, extensive work has been done to implement multicultural education into the curriculum. This is a positive step on paper. However, getting teachers to actually take the initiative within the classroom is another problem. Since the most common response from teachers for not developing multiethnic studies is lack of convenience, this project offers classroom teachers the following advantages:

**Literature Based**

The literature in this program is easily assessable through local libraries and book stores. There is an extensive appendix that offers many multiethnic titles in
annotated bibliographic form to choose from for future use. This provides teachers with easy access to books which are available for a given ethnic group.

Other advantages of this literature based program, according to Florez and Hadaway (1986) "teachers can share stories both orally and in written form with their students, and activities with these multiethnic stories can parallel the typical language arts exercises such as vocabulary, comprehension, writing, literal and figurative language development and values education" (p. 6).

Recognizing Literature as the Inner Life of People

One of the main goals of the Multicultural Literature Based Reading Program is to help students recognize literature as the inner life of people. In addition, says Florez and Hadaway (1979), "the reader can develop a variety of literacy skills by extracting meaning from literature that is meaningful and relevant to real-life situations. Utilizing literary writings helps students focus on imagery and emotional reactions from a personal point of view and teaches them to compare their own values, beliefs, and customs with those of others" (p. 1). This program is designed to present children's literature in such a way as to perceive global education as a worthwhile experience.
Appreciating Differences in Cultures Through Literature

Helping students learn to appreciate differences in cultures through literature is vital to this program. Ann Stoddard (1983) notes, "Consequently, using children's literature can provide children with a more accurate picture of the world reality and a sensitivity to cultural differences" (p. 2). The multicultural Literature Based Reading Program promotes an atmosphere that encourages students to want to learn about others. Gay (1979) states, "A classroom atmosphere that is receptive to ethnic and cultural diversity, that encourages ethnically different individuals to be themselves and celebrate their ethnicity, and whose symbolic decorations praise and promote diversity creates a living laboratory in which children can experiment with pluralistic living" (p. 328)

Finally, the multicultural literature based reading program will serve as a positive asset to the already established reading curriculum. The literary material in the program can easily spread across to other subject areas such as social studies, science, math, language arts, and, of course, reading. By asking students to look through the eyes of various cultural groups within the pages of their writings, this program can only add to the realization that "no one culture is inherently better or worse than another."
All cultural systems are equally valid as variations of the human experience." (Irving, 1984, 138)
GOALS AND OBJECTIVES

The goals of this Multicultural Literature Based Reading Program are to:

1) Provide an environment where multicultural literature is easily accessible.

2) Encourage students to recognize literature as the reflections of the inner lives of people.

3) Develop an appreciation for the differences in various cultures through its literature.

4) Promote writing skills through composing poetry, short stories, and journals describing different cultural groups.

5) Provide lessons which help students understand the literature of other cultures through art, drama, and music.

6) Develop a positive self image by having students see similarities in themselves and others.

7) Motivate students to want to learn more about the world around them through reading literature.

The objectives of the Multicultural Literature Based Reading Program as outlined in the History - Social Studies Framework (1988) are to:

1) Recognize the relationship among the various parts of the nation's cultural life.
2) Learn about the mythology, legends, values, and beliefs of a people.

3) Develop a multicultural perspective that respects the dignity and worth of all people.

4) Understand the rich, complex nature of a given culture: its history, geography, politics, literature, art, dance, law, religion and social structure.

5) Recognize that literature and art reflect the inner life of a people. (pg. 15)
LITERATURE REVIEW

History

To clearly understand the need of a multicultural literature based reading program, one must first take an historical look at how the educational system has viewed and implemented multiethnic studies over the years. According to James A. Banks (1979), "During World War II, an educational reform movement known as "intergroup education" and "interculture education" emerged." (p. 48) Both programs are important because they share the same problems with current reform related to ethnic diversity.

The main goal of intergroup education was to reduce racial tensions of the 1950s. The program included teaching of isolated instructional units on various minority groups, exhortations against racism, organizing assemblies, cultural get-togethers and banning books considered stereotypic and demeaning to ethnic groups. However, during the 1960s racial tensions had intensified and few schools continued to develop curricula that dealt with racial and ethnic relations. The following is a partial list of causes of the failure of the intergroup education program:

a) The ideology and major assumptions on which intergroup education was based were never internalized by mainstream American educators.
b) Mainstream educators never understood how the intergroup education movement contributed to the major goals of the American common schools.

c) Most American educators saw intergroup education as a reform project for schools which had open racial conflict and tension and not for what they considered their smoothly functioning and non-problematic school.

d) Racial tension in the cities took more subtle forms in the 1950's. Consequently, most American educators no longer saw the need for action designed to reduce racial conflicts and problems.

e) Intergroup education was on the periphery of mainstream educational thought and development and was funded primarily by special funds. Consequently, when the special funds and projects ended, the movement largely faded.

f) The leaders of the intergroup education movement never developed a well articulated and coherent philosophical position which revealed how the intergroup education movement was consistent with the major goals of the American common schools and the American Creed values. (p. 242)
This lack of communication and failure of the educators to realize the need for more mutual understanding between different cultural groups, caused another decade of racially biased education.

Things began to change somewhat in the mid 1960s. According to Banks, (1979) The Kern Commission Report, issued in 1968, urged decisive national action to eliminate the nation's racial problems. (p. 242) A curriculum reform arose, however, with limited success. Why did the implementation of multiethnic education seem to once again fail in the public schools? To find the answer one must focus on how educators viewed the problem.

Re-educating Teachers

According to James A. Banks (1979), "We cannot assume that most educators have accepted the idea of multiethnic education and are waiting for appropriate strategies and materials to be developed before participating in educational reforms related to ethnic diversity. I hypothesize that the opposite is true" (p.243).

During the 1980s, multiethnic education began to gain momentum in the school systems. However, Banks (1979) explored teacher's attitudes which slowed the implementation of multicultural programs into the school system. Teachers felt that:
a) Our children are unaware of racial differences; we will merely create problems which do not exist if we teach ethnic content. All of our children, whether they are Black or White, are happy and like one another. They don't see colors or ethnic differences.

b) We don't have any racial problems in our schools and consequently don't need to teach about ethnic groups.

c) We don't teach about ethnic groups because we don't have any ethnic minorities attending our schools.

d) Ethnic studies will negatively affect society unity and the common national culture.

e) We don't have time to add more content to what we are already teaching. We can't finish the books and units that we already have. Ethnic content will overload our curriculum.

f) We don't teach much about ethnic groups because we don't have the necessary materials. Our textbooks are inadequate.

g) We can't teach ethnic studies in our schools and colleges because most of our teachers are inadequately trained in this area of study. Many
of them also have negative attitudes. (p.243)

Although a few of the arguments above are somewhat valid, they show why multiethnic education has not advanced over the years. Educators must be willing to challenge themselves and take a chance on exploring different ethnic groups and their contributions to the success of this country.

Another problem that might effect the teaching of multiethnic studies is that teachers are not trained to teach reading through such literature. Florez and Hadaway (1986) and Zintz (1980) state, "too many teachers are inadequately prepared to understand, accept or to teach these dissimilar cultural values. Teachers come from homes where the drive for success and achievement had been internalized early, where work for work's sake is rewarded, and where time and energy are spent building for the future. Many children come to the classroom with a set of values and background experiences radically different from that of the average American child. To teach children successfully, the teacher must be cognizant of these differences and must above all seek to understand without disparagement those ideas, values, and practices different from his/her own" (p. 369). To successfully teach reading, teachers must be adequately prepared, and knowledge of how to use multiethnic
Choosing Appropriate Literature

Many teachers confuse books with ethnic characters with books that are ethnic literature. For example, Foster suggests, (1987) "Books by whites about Asians are not Asian books; they are books by whites about Asians. And books with characters who are identified as ethnic may or may not be representative of that group. While we do acknowledge the existence of our various heritages, we may not be actually experiencing them" (p. 9). Thus teachers must choose carefully when selecting literature to present to the class. Often times teachers find it difficult to know where to find as well as how to choose multiethnic books.

Because publishing is a big business, one can only partly blame the publishers for often printing inferior or biased ethnic materials. It is the responsibility of schools and concerned individuals to screen negative or stereotypical reading materials. Francis Smith (1979) offers no simple solution, however, one small step she suggests, "is the creation of bibliographies by ethnic identification. Bibliographies by ethnic identification can serve the same function as bibliographies by nationality, genre, era or theme" (p. 10). Choosing positive multiethnic literature is essential to this program. According to
Florez and Hadaway (1986), "The stories should be carefully chosen and reflect accurate information, since more harm than good is done through literature which idealizes or glorifies a mythical past, or through tales which perpetuate negative stereotypes" (p.1).

An alternate way of choosing positive literature, according to Butterfield, (1979) the authors suggests the following guidelines. They state students have the right to encounter:

1. themselves, equally portrayed by race and sex;
2. themselves, with positive role models, in nonstereotyping roles;
3. themselves, and adults of their own race and sex in decision-making and authoritative roles;
4. themselves, in a variety of social-economic backgrounds and settings;
5. national and international stories which represent traditional and contemporary cultures in a variety of settings;
6. two or more (so-called) minority groups interacting within a story;
7. diversity of color within racial groups in the illustrations;
8. illustrations that reflect the growth patterns of children;
9. more than one language being spoken;
10. a proportionate number of students with handicapping conditions;
11. accurate, active, and positive portrayals of elderly persons; and,
12. folktales representing all ethnic groups.

Teachers and school systems have an obligation to see that instructional materials meet these basic rights. (p. 389)

Whole Language Approach

A whole language approach means that the program is functional and meaning centered for the students. The foundation of whole language is the "student centered" approach to learning. When used correctly, whole language has to do with real children using real language. Students are encouraged to read and write daily. Teachers of whole language often read aloud to the students encouraging predictions and discussions about the reading material. The lesson plans presented in this multicultural literature based reading program point include pre-lessons and follow-up lessons that are flexible and allow teachers to add their own creativity. Most importantly, the program is student centered and allows the children to fully participate
throughout the entire program.

Benefits for Weaker Readers

This program takes children into exciting cultures and exotic places around the world. The weaker reader will be motivated with the literature in this program, because the material is different from the classroom text and is presented in various forms. The students are challenged to explore books through choral reading, short plays, and songs. Often the teacher will read aloud, adding excitement to the story and encouraging students to pick up the books later and read them over and over again. The most important benefit for the weaker reader is that reading is not presented as a negative chore and is supplemented with hands-on activities such as painting and drawing to reinforce the reading material. This clearly shows students that reading can be fun and enjoyable.

Writing Benefits

Another positive aspect, of this Multicultural Literature Based Reading Program is its emphasis on writing. Students are encouraged to keep a writing journal noting things that they are learning as they work through the program. There are many creative writing activities such as rewriting the story, making up short plays, comic strips, story murals and designing accordion books to reinforce the
story. All of these activities serve to help the students see the reading - writing connection.

**Adaptation to Other Grade Levels**

Although this program is designed for grades four through six, it can easily adapt to lower or higher grade levels. While the format would remain the same for grades K-3, the teacher could simply read the stories aloud and encourage more student predictions and questions. Student dictated stories could aid in transforming what the students are learning to written form by the teacher.

Teachers of grades 7-12 could use the basic lesson plan with more detailed follow-up lessons such as book reports and extensive research projects. Students could also be encouraged to read short or long novels relating to the subject matter on their own. The basic program design can be enhanced by allowing students an open dialogue to discuss misconceptions they may have about certain cultural groups and ways to bridge a better understanding between those whose appearance or customs may be different.
Summary

In conclusion, there have been countless articles and reports written about the need of more multiethnic education in our school systems. As we approach the twenty-first century, we see many signs of the need of a more accurate portrayal of the world around us. The average California classroom represents people from around the world with differences in language and cultural habits. If educators are not active in their total commitment to help children view these differences as a positive learning experience, then we can expect to once again produce adults who can not see those who are culturally different as equal and contributing to the success of this country.
Limitations

There are several limitations of this Multicultural Literature Based Reading Program. First, teachers must preview the literature before presenting it to the students. This previewing helps to eliminate books that may contain negative stereotypes. Taking time to read the books may be considered time consuming for many teachers. Secondly, this program would have to be incorporated into the regular scheduled class time. Finally, the lessons must be adapted to grade level. Teachers must be able to tailor this program to meet the needs of their individual grade. Although there are several limitations, stimulating the curiosity in children to read, write and learn about others outweighs the extra work involved in implementing this program.
MULTICULTURAL LITERATURE BASED READING PROGRAM

Thirteen Day Lesson Plan

INTRODUCTION

This program plan is designed to help students in grades four through six learn about people of other cultures in a positive and enlightening way. Students should come away from this thematic unit with a new found respect for people who may look or live differently.

The program is broken into three parts: First, folktales; to give an historical perspective as well as a sense of what is morally important to each culture. Second, music, art, and poetry to help students see the creative side of each culture. Third, realistic fiction, which uses stories about children who share experiences to which the students can relate. All three parts pull together concepts that are important to help students view different cultures as well as see themselves within each culture.
MULTICULTURAL LITERATURE BASED PROGRAM

Note: Students will fill in part one of their evaluation journal. (see evaluation) This will be done to introduce the unit and build on what the student already knows about each culture. Instructions on how to fill out the journal are located at the end of this program.

Part One - FOLKTALES

Day 1

Introduction part A:
Teacher writes the word folktales on the board. Students list what elements one might find in a folktale. Teacher explains that the class will study folktales of four different cultures.

Through part B:

Geography
Have students locate Asia on the map. Discuss climate, foods and clothing one might see in an Asian country.

Language Arts
Students predict what a story titled The Paper Crane might be about. List answers on the board.

Lesson:

Language Arts
Teacher reads The Paper Crane aloud. Students check previous predictions.
Social Studies
Class discusses the cultural significance of cranes in Asian art and history.

Beyond:
Art
Students make their own paper cranes and create a folktale about it.

History
Students can research Japanese culture and find other things in nature that have special symbolisms.

Day 2
Introduction:
Music
Have students listen to some African music, and write down words to describe how the music makes them feel.
Teacher writes on the board *A Pot Full of Luck* and have students discuss what they would do with a pot full of luck.

Through:
Language Arts
Students read the book *A Pot Full of Luck* silently.

Social Studies
The class discusses the importance of being true to oneself (the moral of the story).
Creative writing

Students then write on a 3 x 5 card something they would like to change in their life to make them a better person. Each student places their card in a big pot (brought in by the teacher) and pretends to bury it.

Beyond:

Social Studies

Students study the real life of the Ashanti tribe and compare it to the folktale.

Creative writing

Create a folktale with a different ending using the same characters in *A Pot Full of Luck*.

Day 3

Introduction:

Social Studies

Teacher shows the class a picture of different American Indian Tribes. (Pictures with young children and the elderly would be best). Next, teacher passes around a knotted rope and asks students what the rope might symbolize in an Indian folktale about a grandfather and grandson.

Through:

Language Arts
Teacher reads *Knots on a Counting Rope* aloud, stopping in appropriate places for students to make predictions and list questions. When the story is completed students discuss what the rope actually symbolized in the story.

**Beyond:**

**History/Creative Writing**

Students are to study an American Indian tribe and write a folktale. The students must choose a symbol to represent the message of the story.

**Art**

The story should be made into a fold up accordion style book with pictures.

**Day 4**

**Introduction:**

**Language Arts**

Teacher will define the various story formats used in the book, *Latin American Tales*, (adventure, romance, myths and legends are used). Students will form small groups. Each group will choose one of the stories to read together and then decide which story format it falls within and justify their choice.

**Through:**

**Art**
Each group will be given a strip of butcher paper. Their assignment will be to draw or paint the story they chose as a group mural using pictures without any written words. Each group will then exchanges their mural with another group. Finally, each group must try and retell the story orally through the pictures. Groups will then compare the retelling with the original story.

**Beyond:**

**History**

Each group will study in detail the origin of the story they chose. They will describe what life was like during that time period including dress, food, music and family relationships.

**Writing**

The report as well as the mural can be displayed together in class.

**Part Two - MULTICULTURAL MUSIC, ART, POETRY**

**Day 5**

**Introduction:**

Teacher writes the word *Chinese New Year* on the board and have students list everything they know about it. Teacher than has students list things that Americans and Chinese do to celebrate New Year’s Eve and Day.
Through:
Teacher reads the book *Chinese New Year* while showing the pictures to the class. Students discuss similarities and differences between the two celebrations, where each originated and when each is observed.

Beyond:

Social Studies
Students work in small groups and choose a past Chinese new year theme such as "Year of the Dragon," research its significance and write an essay on their findings.

Art
Each group designs a learning center with decorations such as paper lanterns and dragons to complete their report.

Day 6

Introduction:

Language Arts
Teacher shows pictures of African masks (preferably ones with corn rows). Have students try to guess what type of person in the tribe would wear the mask; king, queen? If someone came to class wearing cornrows have students examine and discuss the hairstyle. Discuss modern African-American women and show the styles worn today.

Through:

Language Arts
The class does a choral reading of the book *Cornrows*. It is a nice sound effect to have soft jazz playing in the background during the reading because it fits the musical rhythm of the poetry.

**Beyond:**

Music/Art

With African music playing in the background students will design an African mask with a cornrow design.

Writing

Students can write a detailed description of how and why they chose the design and what it symbolizes. Students can read an interesting article in *Essence* magazine (see bibliography) about African-American women wearing cornrows in the workplace and the controversy surrounding it. They can write pros and cons about the issue.

**Day 7**

**Introduction:**

Language Arts:

The teacher will construct a desert display in the classroom with natural elements such as sand, cactus plants and rocks. Students will examine and discuss the display and each student will draw a picture of what a day in the dessert might be like.

**Through:**
Language Arts

Each student reads the poem *The Dessert is Theirs* silently and writes briefly his/her reaction to it (noting style of the author and the art work in relationship to the words used). Students can exchange papers and discuss their different interpretations of the poem.

Beyond:

Language Arts

Students are to study the pictures in the book *The Dessert is Theirs* and create their own poems about dessert life. Poems can be put together as a book.

Day 8

Introduction:

Language Arts

Teacher displays several desert animals on picture cards. Students choose which animal would make a good pet and why. Class will then discuss the responsibility of taking care of family pets.

Through:

Language Arts

Teacher breaks the class up into two groups to read the poem *Amigo* aloud. Half of the class will read the boy's part and the others will read the prairie dog's part.

Social Studies
The class will then discuss the difference view points of the boy's and the prairie dogs and why they must respect each others chosen habitat.

**Follow-up:**

**Writing**

Each student will choose a pet of their choice and design a "how to" booklet on the responsibilities of taking care of the animal, such as feeding, bathing, walking and training. The pamphlets can include pictures with easy to follow directions. The pamphlets can be displayed in the school library for other students to read.

**Part three - REALISTIC FICTION**

**Day 9**

**Introduction:**

**Geography**

Locate Vietnam on a map. Discuss what it might be like to immigrate to another country and what difficulties one might find.

**Through:**

**Language Arts**

Students work in a group with the teacher to convert the story, *Angel Child, Dragon Child* into a short play. (The story is not very long.) The play is presented in class.

**Social Studies**
A discussion follows about the problems new students face when they come from another country. They can discuss what they can do to help welcome new students in their classroom.

**Beyond:**

**Writing**

Each student chooses a character from the book and creates a story about what might happen next to the character.

**Day 10**

**Introduction:**

**Social Studies**

Teacher and students bring in some type of family heirloom and explain why it is special and how it has been passed down. Discuss the significance of keeping family heirlooms. The night before this lesson the teacher asks students to read *The Hundred Penny Box*.

**Through:**

The students will read the story in pairs.

**Writing/Art**

Teacher should break the story up according to plot so that after each reading the students can draw in a box (cartoon style) what they think is going to happen next. The drawing will be on post it paper so that they may change things around if their predictions are not accurate.

**Beyond:**
Social Studies
Students create a character family tree according to the story. Students create a family tree of their own and include a description of any heirlooms in their family.

Day 11
Introduction:
Language Arts
Each student is asked what images come to mind when he/she thinks of the bogeyman.

Art
Each student is asked to draw a picture of the bogeyman.

Note: The night before the teacher breaks the class up into five groups and assigns them to choose one of the five chapters in the book, *The Chi Chi Hoo Hoo Bogeyman*. All students must read their assigned chapter the night before.

Through:
In class the five groups must decide how they can retell their chapter in some creative way such as dance, creative movement, poetry or skit. After each group makes their presentation the class tries to predict what will happen next in the story.

Beyond:
Art
Students create a wanted poster of the bogeyman using their earlier art work. They should include any important facts about their character, physical features and a description of its deeds. The posters can be displayed in class.

Day 12

Introduction:

Language Arts

Teacher writes the word grandmother on the board. Students tell the teacher what warm thoughts come to mind when they think of grandmothers. Next, the teacher explains the word "oral tradition" on the board and asks students to share any family stories they have. Ask students why they think passing down family history through stories is important.

Through:

Language Arts

Students read the story, *Three Stalks of Corn* silently. Teacher invites students to try and retell the grandmother's story in their own words. The retelling will show the students how storytelling changes from one generation to another. (note: Students must keep the main points of the story while retelling.) Next, the teacher asks students to list the family values the grandmother is passing down to her granddaughter.

Writing
Have students write a family story that was passed down to
them from a relative. The stories can be shared with the
class to see what similarities and differences each family
has experienced.

Beyond:

As a follow up to this lesson teacher will supervise
students on making homemade enchiladas and tacos from the
recipe given in the book.

Part Four - BRINGING IT ALL TOGETHER

Day 13

Introduction:

Students break up into four groups and discuss their journal
information on "What I’ve learned about each cultural
group." Each group selects a theme of their choice Asian,
African-American, American Indian or Hispanic culture.
Ideally each group selects a different culture.

Through:

Each group will present in some creative way what they have
learned about their chosen culture. Suggestions: poetry,
short story, picture books, newspaper article, comic strips
or a mural. The presentation must be made as a group
effort.

Beyond:

Students write in their journal questions they still have
about each culture.
EVALUATION

The teacher can evaluate the students in this thematic unit in the following ways:

I. Have students keep a journal with the following information:

A. Before the lesson begins have students write in the section titled "What I already know about ....." for each cultural group. They should include important foods, customs, family structure or any important facts that they feel describe that cultural group. This assignment will allow students to dispel any negative stereotypes about each group.

B. After each day's lesson, the student will record what he/she is learning about each culture. This section would be titled "What I am learning about ....." Students should be listing important customs, habits and social structure that makes that cultural group unique. Students should also note the contributions of each group to American society.

C. At the end of lesson 12 students are ready to review what they have learned. This
information will help students show the teacher how they can put together their newly acquired knowledge in a creative way. (see lesson 13)

D. A final evaluation is the student's ability to look ahead as she writes in the journal section titled, "What I would like to know more about..." This will indicate to the teacher that interest in the literature has stimulated the learner to look further into learning about other cultures.
Appendix B
MULTICULTURAL BIBLIOGRAPHY

This annotated bibliography is designed to aid teachers in selecting reading materials that reflect the experiences of people from various backgrounds, cultural traditions and values as well as positive images of themselves. Included are books on history, folklore, poetry, fiction, biography, arts and crafts. Rossander found (1985) "By exposing children to non-stereotyped multicultural materials, educators will help develop a respect for our heterogeneous United States" (p. 1). Thus a well developed multicultural bibliography will help encourage students toward a healthy and positive attitude toward our growing multicultural society.

Time Schedule

The Multicultural Literature Based Reading Program can be used as an alternative between stories in the basal readers, if the teacher wishes to incorporate this program into the regular reading schedule. Another possibility is to use the program as a language arts unit, social studies project on different cultures or a special reading unit by itself. The possibilities are endless, because reading is an essential part of the curriculum.
MULTICULTURAL BIBLIOGRAPHY

AFRICAN-AMERICANS

Aardema V. (1981). *Bringing the rain to Kapati Plain.*
New York: Dial Books for Young Readers. (P-I)
This folktale was discovered in Kenya, Africa more than seventy years ago. It's a warm and tender story about the gift of kindness.

Adoff, A. (1976). *Big sister tells me that I'm black.*
New York: Holt. (P)
A big sister helps her little brother realize his identity in this book of poetry.

Commentaries by African-Americans. Samples of the works of 23 African-American writers.

Anthology that expresses the feelings of African-American people towards themselves and America.

Adoff, A. (1981). *Today we are brother and sister.*
New York: Lothrop. (I)
Poems focusing on a day in the life of a brother and sister.

Story of a short street, middle-class African-American families who live there, and the poor white family that moves into the neighborhood.


A little dog daydreams of saving his little boy master.


New York: Dial. (P)

Lisa wants her grandmother to tell her the story of the green balloon shaped like a green cat.


Biography of the man who was born a slave lived to become one of America's greatest research scientist.


Story of Sounder, a great coon dog; his master, a poor, African-American sharecropper; and the boy who loves the two of them and tries to save them from an unhappy fate.


Clarion. (JH)

Louis and his aunt are startled and upset when an African-American family moves next door to their Kansas City home in 1959. Louis soon recognizes that his
neighbor is a more reliable friend than the group of junior high "cools" with whom he had hoped to be friends.


Biography of the head football coach at Florida A&M College whose team's success made him the "winningest" coach in football.


Danita goes to the zoo for the very first time and discovers a world of beautiful and black objects. One object stands out over the rest.


Survival for Rufus Henry means joining a street gang.


Charles Mathews, an African-American boy lives in Dogtown, a predominantly African-American area of a large city. His father thinks there is no future in education and that his son would be better off working at the shoe shine parlor.

Story of a slave boy who seeks an education and helps build a university.


A Pulitzer Prize winning poet expresses the intense emotions and problems which typical city youngsters experience on crowded streets throughout the country.


This poems focus is on the tale of a ferocious tiger who learns to be happy just being himself.


Strange things happen when Joey's cat has kittens who are threatened by a lurking possum.


Biography of the basketball star.


Story of the man who broke Babe Ruth's home run record.


Biography of Kareem Abdul-Jabbar, basketball's most valuable player of 1971.

The biography of one of football’s outstanding running backs.


Lullah was the only student left in school when the others were frightened away.


This novel deals with the problem African-American families have in finding a home, and what this means to eleven year old Bethany when she and her grandmother camp out in Washington’s Resurrection City.


Two boys take off one day to find "some of this spring." Their search is successful when they find a few budding flowers and a bird’s nest in a cluttered lot.


Having eagerly anticipated the new neighbors, a boy is disappointed to get a whole family of girls.

Everett Anderson has a difficult time coming to terms with his grief after his father dies.


A poem for each month of the year reflects the major and minor events in the life of a young boy.


A lucky stone provides good fortune for its various owners. The first owner is a runaway slave.


The little house on the mountain looked just like the house their mother was always talking about. That's why the Hulett children entered and looked it over. However, unpleasant incidents spoiled a Fourth of July outing.


A fatherless Caucasian boy, who shares with an old African-American an enthusiasm for Jackie Robinson, takes a ball autographed by Jackie Robinson to his
elderly friend's death bed.


Three separate true stories of two Caucasian and one African-American who went into the South during the Civil Rights Movement.


An honest portrayal of the problems faced by children caught up in the fight for school desegregation. Based on an actual happening observed by the author, a well known child psychiatrist.


A free thirteen year old African-American girl in Connecticut is caught up in the horror of the Revolutionary War and the danger of being returned to slavery.


Carla's father was negotiating for integrated schools while Ellen's father was leading boycotts, but the girls found their own individual ways of meeting the situation.

Twenty excerpts from autobiographies and autobiographical novels of members of the African-American community, including James Baldwin, Roy Campanella, Malcolm X, and Lena Horne.


April's mood were as changeable as April weather.


Biography of the leader who brought the African-American people together in a great struggle for freedom.


Gabrielle and Selena wish they could change places. They get their wish, but after being in each other's home for a while they decide they like being themselves better.


Collection of poems by a 20th century African-American author about the joys and sorrows of African-American
A story of friendship between Archie, an African-American boy, and Bit, a Caucasian boy, who jointly own a pedigreed dog.

The story of the part played by African-American cowboys in the building of the American West.

A biography of the young, blind musician who had his first hit record at the age of thirteen.

A young African-American slave, Annie, helps during the Revolutionary War.

A brief biography of the turn of the century African-American author, educator, lawyer, and diplomat who stated the first African-American daily newspaper in the United States.

Biography of the baseball star who was the first African-American player to be accepted by a major league team.


Collection of African-American folktales.


A lyrical song of African life showing the people at work, play and worship.


Learn to count to ten in swahili and english.


Account of the author's decision to leave the United States and live in Africa, land of his ancestors.


Nat Love, known throughout the West as Deadwood Dick.

Three African-American children live in the city. What they do each day is followed through each letter of the alphabet.


When mother goes to the hospital, Lincoln is accidently left alone. A stranger leaves Lincoln with a bank haul and Lincoln ends up taking the train to Washington, D.C.


When ten-year old James' mother goes to the hospital, he sets out to find her.


A kidnapped teenager put aboard a slaveship "dances" the slaves with music from his fife to keep their muscles strong throughout the terrible voyage.


Follows the life of one of America's first African-American poets from her sale as a child slave on the Boston auction block to her death as an impoverished freed woman in 1784.
Sonny, his father, and a voodoo woman in the African-American south of the 1940's, try to "persuade" mama to return.

Story of two young boys and the racial prejudices they encounter.

A story about an African-American and a Puerto Rican, both star football players in a predominantly Caucasian high school in California.

Jon discovers he is bored in the summer since his friend Robbie is gone. His five-month-old sister, Samantha, just cries and eats until Jon discovers he can amuse her.

A biography of the controversial abolitionist who played a role in the northward movement of runaway slaves and led the raid on Harpers Ferry.
A family flees bigotry in the South and is introduced to subtle bigotry of the North.

Six-year old Wendell is constantly running errands for the other members of his family until his uncle gives him something of his own to do.

New York: Lothrop. (I)
Child in the slums is granted seven wishes.

New York: Dial. (JH)
Beth Lambert, daughter of a poultry farmer in the Arkansas Ozarks, goes through a year of humorous, touching incidents with a nagging concern...just maybe she’s number two student because she doesn’t want to beat out her friend, Philip Hall.

Poems which depict the world of daydreamers.

A little girl tries to cheer up her despondent grandmother by reminding her of some very important

(I)
Janell tells what happens to her invisible friend, Nessie, when Aunt Bea comes to visit.


(I)
A biography of the African-American man who became a famous singer, actor, and spokesman for equal rights of his people.

Greenfield, J. (1976). *Tiny Giant: Nate Archibald.* (I)
Milwaukee: Raintree.
The story of baseball’s shortest man.

Definitions of being black.

Biography of a football superstar.

Haber, L. *Black pioneers of science and invention.*
New York: Harcourt. (JH)
A discussion of the contributions of fourteen African-American inventors, scientists and doctors.

The house bought by the Smalls, a former underground railway station for runaway slaves, proves to be full of secret passageways and danger.


African-American Appalachian boy and his family exhibit pride in and love for their heritage despite poverty and isolation.


Fourteen-year-old Tree, resentful of her working mother who leaves her in charge of a retarded brother, encounters the ghost of her dead uncle and comes to a deeper understanding of her family's problems.


Lee Hubbards is entranced by Mama Luba's original folk stories in the Harlem apartment and realizes that he, too, can grow up with the power of the African-American hero, Jahdu, and be proud to be himself.


This biography of the African-American civil rights leader and educator traces his life and career.

In October of 1938, on their farm homestead in Ohio, an African-American family is caught up in the fear generated by the Orson Welles "Martians have landed" broadcast.


Brings the fascinating range of African-American folktales and humor to all children.


Eleven-year-old Geeder decides that Zeely, who looks like a Watusi queen in a photograph, must be a queen, too. Swept up in her fantasies, she tells all the children in the village. Only Zeely herself can bring Geeder back to reality.


Biography of the boxing champ.


Story about two young girls and their experiences in the prejudiced South.
One of the greatest basketball players of our time.

A biography of a man who dedicated his life to the cause of civil rights.

The biography of the blind composer, pianist and singer who was a child prodigy and winner of many Grammy awards.

The life stories of seven notable African-American scientists span two centuries of America's life and include representatives from many scientific disciplines.

Discusses important and varied roles played by African-American men in conflict between Caucasian men and Native Americans in the development of the American
frontier.

Biography of the running back of the Buffalo Bills.

Account of a quiet, shy baseball star who will be remembered as one of the three or four greatest ball players who ever lived.

A shy six-year old feels he never has anything special to do or say until the day he finds a frog in the park.

From January through December important dates are noted with the persons or events with which they are associated.

This book uniquely presents numbers 1 - 10 for young children to discover with the fun-filled, captivating Afro-Bets kids.

Lauretta (sister Lou) and Fess are members of a neighborhood club. Their reactions to the killing of an innocent African-American youth by a Caucasian policeman bring them into conflict. Lauretta's religious background and Fess' nonviolent ideals aid her in dissuading the militant from violence.


Ben wants to be a trumpeter, but plays only an imaginary instrument until one of the musicians in a neighborhood nightclub discovers his ambition.


Tessie, a fourteen-year-old African-American girl, goes to an all Caucasian school where she encounters prejudice and is finally accepted by the other students.


Collection of contemporary African-American poetry.


When some big boys try to take Peter's and Archie's goggles away, a chase begins. With the help of Willie, Peter's dog, the little boys outfox the big boys and escape with their treasure.
On his way to meet Peter, Archie meets the new neighborhood cat.

New York: Pantheon. (P-I)
The story of the heroic figure of John Henry.

Peter has a new baby sister. A gentle and reassuring story about sibling rivalry.

Story of a snowy day during which Peter makes tracks, a snowman and angels and even saves a big snowball in his pocket when he goes inside.

A small boy wants to be able to whistle for his dog, the way big boys do.

An old woman, her granddaughter, and the Ku Klux Klan meet in a Mississippi town.


Well chosen excerpts from King’s speeches.

We shall live in peace; the teachings of Martin Luther King, Jr., New York: Button. (I-JH)


The story of Becky, the youngest in an African-American family, and her special surprise.

Small, shy, Benjie lives with his grandmother. One afternoon Benjie's grandmother is waiting for him after school. Benjie must find out what's wrong.


Well chosen excerpts from King’s speeches.

At the 1963 March on Washington for Jobs and Freedom, Martin Luther King, Jr. delivered his famous speech, "I Have a Dream."
A biography of a former slave who became one of the best-known abolitionist of her day and spent her life trying to improve living conditions for African-Americans.

A history of African-Americans in the United States during the Civil War and Reconstruction.

Short rhyming lines accompany photographs illustrating the beauty of being African-American.

Biography of the brave African-American woman who rescued many other slaves by means of the secret underground railroad.

When Charlie encounters an old junk collector in an alley, he first distrusts, then ridicules, but finally follows him. Charlie's curiosity leads him to three towers, beautifully designed and constructed entirely of discarded junk.

Aunt Dew was 100 years old and kept an old box in her room filled with pennies, one for each birthday. A sensitive story about the love between a very old woman and a young boy.


An illustrated biography of the famous young singer and his musical family.


A history of African-American people in the United States as told through letters, speeches, articles, eyewitness accounts and other documents.


As a state legislator and a United States Congressman before and after the Civil War, Stevens fought for African-American equality.


A poor young girl takes a journey into the country where she lives with a Caucasian family and a blind
girl.


Brief history of African-Americans and their contributions to American culture from 1526 to 1968.


Young Tommy discovers his father is aiding runaway slaves.


New to 116th street, a young boy soon makes friend and begins a year of unusual experiences.


Group of boys and girls go to a city park and wonder where the daylight goes.


Fourteen-year-old Stephen, his new foster brother, and his friends are sentenced to help out at an old age home for the summer after Stephen is caught writing graffiti on a train.

A minister and his wife adopt Edgar Allan, an African-American boy, and treat him as their own. The ensuing problems force the oldest daughter into facing her family with an ultimatum.


Life and career of Marian Anderson from fifty-cent singing engagements to Carnegie Hall.


He was one of the greatest runners of this century, breaking four world records.


After the Emancipation Proclamation, Booker T. Washington, no longer a slave received his education and later founded the Vocational Institute in Alabama.


A biography of the wife of the slain civil rights leader, Martin Luther King, Jr.
Patterson, L. (1965). Frederick Douglass: Freedom fighter. Champaign, IL: Garrard. (P)

Story of a former slave who became a leader in the abolition movement, a friend of Lincoln's and an advisor to presidents.


Story of the slaves, Tituba and John, from they day they were sold through the tragic Salem witch trials.


The story of Mary McLeod Bethune, a great woman, who spent her life helping African-Americans achieve education and justice.


A compilation of African-American poetry.


Biographical accounts of successful African-Americans in a wide variety of careers form Crispus Attucks, who died for American independence, to Carter G. Woodson, 20th century scholar and historian.

The story is about a young Ashanti boy that is always offering advice to the villagers. Soon he feels pressure from always giving advice that he buries it in a pot. Later he learns that the villagers still like him even if he no longer offers advice.


Ronnie's life in the big city is full of surprises but the best surprise is the one his father has promised.


From Junior High to the University of Kansas, Wilt Chamberlain went on to receive national recognition.


Biography of the great jazz musician.


Sam has nothing to do and is rebuffed each time he approaches a busy member of his family. When he finally burst out crying, his parents, brother, and sister realizes they have caused his unhappiness.

"The opportunity class. That's where the bean pickers got put." The experience of a nine-year-old African-American boy and his migrant family, who long for and finally secure a "stay put place."


The story of a group of children who convert an old storage yard into the land of Egypt. A mystery as well as the story of friendship between all races.


Beloved Gram is coming home from the hospital and Ellie grows impatient.


A simple story for younger children about the relationship between two brothers.


A beautiful and inspiring Cinderella tale about life in an African village and sibling rivalry.

Even if he did break Robert’s toys and sometimes was a pest, maybe Stevie wasn’t so bad after all.


Three young African-American boys take a trip to Times Square and have fun until they return home.


This moving account of African-Americans struggles for equality begins with the arrival of the first slave ship in 1619.


Biography of a courageous woman whose bravery, faith, and personal concern for young people led her into a lifetime of devoted service to her country and to the United Nations.


Story of Willy Mays from his childhood in Alabama through his record-setting baseball career.


Four African-American children growing up in rural Mississippi during the Depression experience racial
agonisms and hard times, but learn from their parents the pride and self-respect they need to survive. Sequel to Roll of thunder, hear my cry.

This Newbery award winner describes the prejudice and discrimination which face an African-American family living in the South during the 1930's.

An African-American ballet dancer who gave up a New York City Ballet career to found the Dance Theatre of Harlem.

Life of the African-American photographer.

Mary Jo visits her grandmother on a snowy day. When her grandmother falls and hurts herself, it is up to Mary Jo to find help.

A boy finds a sick, old cat and spends all his spare time taking care of the cat.

A sad birthday finally turns out to be all right in spite of a lost cat and a ruined sweater.


Biographies of four African-American famed for their efforts in improving conditions for their race: Sojourner Truth, Frederick Douglass, Harriet Tubman, and Booker T. Washington.


The lives of William C. Handy, Louis Armstrong, and Duke Ellington.

White, F. *Malcolm X: Black and proud*. Champaign, IL: Garrard. (I)

A biography of the African-American man who, as leader of the so-called Black Muslims and later of the Organization of Afro-American Unity, sought a better life for his people.


Story of one of the greatest and most controversial boxers.

A biography of the comedian and educator.


The story explains how the hairstyle of cornrows, a symbol of Africa, can today symbolize courage of outstanding African-Americans. The story is told through a poem and narration.


Biography of a man who was born free in Africa, was sold in America as a slave, and in time purchased his own freedom and lived to help other slaves achieve theirs.
NATIVE AMERICANS
INDIANS OF NORTH AMERICA

New York: Crowell. (P)
A simple description of how corn was discovered and
used by the Indians and how it came to be an important
food throughout the world.

New York: Golden Press. (I)
A history of the Plains Indians from historic days to
the Sioux uprising of 1890 and their relations with
Caucasians.

Garden City, NY: Doubleday. (I)
Simple text and pictures show how to use Indian sign
language.

Champaign, IL: Garrard. (I)
Biography of the Sauk war chief.

Champaign, IL: Garrard. (P)
Story of his attempts to win peace and justice for his
people.

Biography of an early American heroine from her childhood to her days in England.


Little Runner did his best to convince his mother that he was one of the big boys who could take part in the New Year's festivities.


A history of the Native Americans who have lived in the American Southwest from the Ice Age to the present day, told from their point of view.


After hearing the legend retold by the tribe's oldest member, Little Wolf hopes to someday witness the beginning of the buffaloes at the sacred lake.

American Indian children retell forty-one tribal legends in contemporary language.


Prehistoric American Indian rock drawings found in the Southwestern United States.


Tells about the flora and fauna of the desert and about the Desert People who know its secrets and would live nowhere else.


Describes the steps taken in order to produce Indian ceremonial masks.


Portrait of Native American life of the past through illustrations found on pieces of broken pottery being unearthed in the Western desert.

History of the Cherokees, their first meeting with Caucasian settlers and how they learned to work with them, the development of the Cherokee alphabet by Sequoyah, and their betrayal by President Andrew Jackson.


Poems from various American Indian tribes celebrating the creation and life of man.


Poetic versions of American Indian lore from tribes including the Iroquois, Shoshoni, Dakota and Micmac.


Story of an American Indian boy who loses his hunting grounds when Caucasian men take over the Isle of Manhattan.


Omens, battle songs, orations, love lyrics, prayers dreams, and mysterious incantations from Indian culture of North and South America.

Biography of an important Indian leader in frontier country of Florida.


Geraldine, a goat, describes each step as she and her Navajo friend make a rug.


Ventura County Superintendent of Schools. (I)

Young Indian boy must survive three months in the wilderness with only his bow and arrows and three days of food.


Story of the Sioux Indians' problems with Caucasians and the tragic end.


Dancing Cloud and his sister, Lost Tooth, are the chief characters in these brief episodes of the everyday life of the pastoral Navajo Indians of the Southwest.


At the time of Coronado's exploration for a fabled city of gold, a young American Indian boy encounters his first horse.

Pocahontas tried to keep her loving faith in the goodness of her own people and of the Caucasian man, only to be cruelly betrayed by her own family and taken captive by the English.


Story in verse of animals and plants important to the Tewa Indians.

Clark, A.N. (1957). *The little Indian basket maker*.

Los Angeles, CA: Melmont. (P)

Story of the process a young Indian girl goes through to weave her first mat.


Los Angeles, CA: Melmont. (P)

Story of a young American Indian girl and the process of making her first pot in the ways of her ancestors.


The story of people trying to preserve the best of the old ways in a new time.

An orphan of mixed heritage who considers himself all Indian struggles to preserve Indian ways while working with Caucasian men on his reservation in the Montana badlands.


A tale of adventure among the Montana Indians of today.


Barbara Baum, daughter of German settlers living in Pennsylvania in 1783, befriends a hungry Indian and soon a warm bond of mutual trust is established between them. Based on a true incident.


Story of the many different tribes which came to Spanish Florida to escape the Caucasians.


Seventeen tales and legends of the Hopi Indians reflecting the many ways these ancient people met the hardships of desert life.

The residents of society make a life for themselves surviving the elements and

eight-year-old half-breed orphan and together they

an aging ex-convict who lives as a hermit join with a


origional accounts.

by North American Indians using excerpts from their

Narrates the captivities of three women and three men

captivity. New York: Watts. (J)

Dickinson, A. (1976). Taken by the Indians: True tales of

various tribes who inhabited the land.

discusses the Great Plains of the United States and the

(I)


ritual observance.

household items, weapons, and articles of ceremonial and

American Indian homes, a travois, two canoes, clothing,

detailed directions for making models of six types of


family in her father's absence.

family of eight-year-old Sarah who courageously

story of eight-year-old Sarah who courageously
A pictorial introduction to the life of the Navajo Indians.

A photographic look at the lives and the history of the Pueblo Indians.

Discusses the history, land, and traditional and modern ways of life of the Sioux Indians.

Legends from various North American Plains Indian Tribes.

Presents the history of American Indians from 30,000 years ago to the present, in easy-reading text.

Given a last chance to obtain a passing grade in his science course, California high school senior and
prospective journalist Lew Jessop drives into the
desert country to research his field on ancient
Indians. Lew and friend unearth a mystery that leads
them into Baja California, and ultimately Lew's own
backyard.

From his boyhood at Indian boarding schools in Oklahoma
Territory to his gold medal for the decathlon in the
1912 Olympic Games, this biography examines the
abilities of Jim Thorpe, one of the world's finest all-
around athletes.

(I)
Biography of "Beloved Woman" who helped her people in
their fight for independence.

Firethunder, B. (1963). *Mother Meadowlark and Brother
Snake: An Indian legend.* New York: Holt. (P)
A tale in which Mother Meadowlark protects her four
babies and tricks Brother Snake out of his breakfast.

Indians.* New York: Grosset. (I)
This collection of songs has indications for drum
accompaniment.
New York: Harper. (I)
Explains how America's first art was made and used.

New York: Macmillan. (I)
The author introduces the lesser known tribes of the Northwest Coast through their art. The design of totem poles and other artifacts are examined and their significance explained.

New York: Macmillan. (I)
A survey of the art and history of the various Southwestern tribes from 5000 B.C. to the present.

New York: Macmillan. (I)
Traces the evolution of arts and crafts through the centuries. Shows how the ancient traditions are being carried on today.

New York: Macmillan. (I)
A survey of the arts and crafts of the forest-dwelling Indians of the northern Atlantic seaboard and the Great Lakes region.

The Great Spirit gives the sacred dog to a Native American boy seeking relief for his hungry people.


Though she is fond of her people, a girl prefers to live among the wild horses where she is truly happy and free.


Relates the Blackfoot Indian legend in which Star Boy gains the Sun's forgiveness for his mother's disobedience and is allowed to return to the sky world.


The story of twelve-year-old Arilla Adams as she grows up in a small midwestern town and comes to terms with herself and her interracial family.


O-Tah-Wah, a young Indian hunter of prehistoric North America, strays into the territory of the mound Builders and is forced into slavery.


The girl who loved wild horses. New American boy seeking relief for his hungry people.


As the moon moves across the sky, it observes the activities of a Native American camp and of the natural phenomena surrounding it.


Describes the origin, design, and decoration of certain ceremonial, personal, and household items of various American Indian tribes.


Afoot, on horseback, by sled or canoe, the early North Americans were frequently on the move.


Poems of the Indian's physical growth and spiritual wholeness, everyday life and closeness to nature.


Indian and Eskimo songs and chants gathered from many North American tribes and beautifully illustrated with primitive drawings.
New York: Dodd. (I)
Stories of many famous Indians relating what happened in the steady push by the Caucasian man to the West.

Collection of poems which have been sung by the Indians for centuries, including lullabies, prayers and war chants.

New York: Hawthorn. (P)
Sequoyah, lame and uneducated, devised a syllabary for his Cherokee people who had no written language.

Recreates the life of Ishi, a California Yahi Indian, and his family. By the time Ishi was ten years old, the tribe had been killed or driven from their homes by the Caucasian invaders of the gold rush. Unknown to the Caucasian, this family hid in the canyons living in the old Yahi way.

Atheneum. (JH)
Because he is part Native American and part Anglo a thirteen-year-old boy begins to realize he doesn't fit into either culture.


Verses from Longfellow's epic poem depict the boyhood of Hiawatha.


Describes the life of Native Americans living on the North American plain.


Boy, in search of the Lord of the Sun, is shot as an arrow to the sun and returns to earth to bring the sun's spirit to man.


Collection of the incidents and biographies important to the Native American story.


Story of the Southwestern United States cliff dwelling Indians and the culture built up within the Four Corners area where Utah, Arizona, New Mexico and
Colorado meet.

Narrates the late nineteenth century struggles of the Native Americans to survive against the increasing flow of white settlers moving west and taking over the land.

The story shows the relationship of a grandfather who is going blind passes down important family traditions to his young grandson. The boy realizes the responsibility that he must face with the information he receives.

The story of two young boys who just can't seem to get along, but whose pets are best friends. In an uncanny show of animal wisdom the goat and the horse teach their owners about real friendship.

Describes in simple text how the Native Americans lived and how their life was influenced by the environment.

Meadowcraft, E. (1965). *Crazy Horse; Sioux warrior*.
Champaign, IL: Garrard. (P)
Action-filled story of an important Indian warrior,
Annie cannot readily accept the fact that her grandmother is going to die so she tries to slow down time.

Champaign, Il: Garrard. (P)
From the time he saw the Caucasian, Seattle strived for peace with them.

For eighteen years a Native American girl lives alone on a bleak island off the coast of California. With unbelievable courage and fortitude she forages for food, makes animals her companions, and relies on herself alone during the years she is growing up.

A young Native American girl, Zia, caught between the traditional world of her mother and the present world of the Mission, is helped by her Aunt Karana whose story was told in *The Island of the Blue Dolphins*. 

(P)

Directions for making and using Native American costumes and articles.


(P)

A Native American boy visiting his grandfather asks to retell one of his favorite tales..."that of the silver salmon, the king of fish, and how they saved the Indians from starvation."


Comparison of Native American ways and our modern methods with very simple experiments illustrating the methods.


Story of a teenage boy's dilemma in determining which culture he should adopt to grow up in--that of the Caucasian man or that of an American Indian.


An eleven-year old Cherokee sets off on a one-boy raid of a Creek town to rescue his "unusual" horse.
Forewarned by omens, a Native American village is struck by an "invisible fire" which actually is smallpox brought to America by European explorers.

Based upon the story "How the sun came" from American Indian mythology.

Callous and inhumane acts by Caucasian men against the Delaware Indians in Indiana during the early 19th century bring anguish and separation to Jesse Benton, his Delaware wife, and their two children.

Collection of thirteen animal stories with introductions about the origins of them and the Cherokee ways of life.

Authentic and exciting historical fiction about a raid by Tucson businessmen and Papago warriors on a camp of
peaceful Apaches.


(I)

Stories from Algonquin Indian lore—mostly tales of magic and sorcery.


(I)

A teenager girl and her family run a summer hotel on a Puget sound island which is theirs by inheritance. Broken Arrow resents the girl’s drifting away from Native American customs as he hopes they will marry to preserve Native American ties.


As told in this legend, the Tuscarora Indians of New York and New Jersey grow prosperous with the red corn given to them by the great spirit. When the Indians disobey their God, Caucasian men come to take away their lands and the red corn turns white. However, peace and prosperity will return when the corn turns red again.

Describes the festivals and holidays of American Indian tribes.

Adaptation of a Tlingit Indian legend telling of a young girl Lapowinsa, who dares to laugh at the moon's face and is made his prisoner.

Story of an official document which clears up who killed General Custer.

While visiting their Sioux grandparents, three young cousins are convinced they have found the real bogeyman.

Left alone to guard the family's wilderness home in the eighteenth century Maine, a boy is hard-pressed to survive until local Native American teach him their skills.

Tells the life of a Cheyenne boy, a Creek girl, and a Nootka boy.


Biographies of five famous Indians: Sequoyah who created a written language for his Cherokee people; Crazy Horse, War Chief of the Oglala Sioux who defeated Custer; Chief Joseph of the Nez Perce' who turned to war only when his attempts to keep peace failed; Sitting Bull, Sioux medicine man and Chief who fought to save his people from extinction; and Geronimo, whose name was the battle cry of the Apache.


The Great Blue Heron living on the coastal marshes of Georgia and New England becomes a symbol of survival for the characters of two short stories.


A Native American boy, discovered in a wolf den by a Sioux medicine man, struggles to win acceptance into his adopted village.

Life and career of one of America's finest ballerinas.


This Tsimshian Indian legend tells how a blind man regained his sight by swimming on a loon's back under the lake.


Pipsa's father never had a word of praise for the Algonquin Indian girl. But one day her quick actions saved her baby brother's life and drew attention to her bravery.


A California Indian girl lets her desire to make a special statue of St. Francis interfere with her friendship with the new Caucasian girl at school.


A biography of the Ottawa patriot and war chief who united the Great Lakes tribes against the intruding British.

Brief biographies of four Indian chiefs: Sitting Bull, Crazy Horse, Chief Joseph, and Quanah Parker.


A guide to Native American arts and crafts from eleven cultural areas and 138 tribes throughout the United States and Canada.


Everyday life covering house, food gathering and preparation, clothing, games, music, dance, and ceremonies.
ESKIMOS

Describes the land, dwellings, family life, and customs of the Eskimos and examines their traditional way of life.

Collection of stories representing day-to-day life, play and interests of three groups of children.

An Eskimo boy determines to devote his life to protecting Arctic polar bears from poachers.

Ana and her three starving children receive stones instead of food from her brother-in-law’s wife.

While on a trip to the trading post Chooki finds a tiny ptarmigan. She takes the bird home and raises it and faces the decision of whether to let it live the life of freedom.

An eskimo boy tells of a time of hunger and of his people's joy when the hunters finally catch a walrus.


Describes the lives of Eskimos living in North America.


A young Eskimo boy and a young wolf are stranded on a floating piece of ice. They float far south and begin their long, dangerous trip home.


Thirteen-year-old Julie is lost in the Alaskan wilderness and is gradually accepted by a pack of Arctic wolves.


This introduction to Eskimo art shows masks, ivory carving, soapstone carving, dolls, decorative pipes, recent graphic arts, and other arts and crafts, covering a span of more than 1,000 years.

Story of Tatlek, a lame boy who is feared for his intelligence and friendship with the Eskimos from across the mountains. Was he to become the new medicine man?


A preface gives the historical background to this story of how two courageous children try to foil the Japanese culture of Attu Island. But there is another struggle here between the girl's espousal of the Old Ways and boy's conviction that they are no longer good.


Based on a report of the trip to Lapland to bring Lapp herders with their families and herds of reindeer to Alaska.


When their father is injured, young Serkok sets out alone in a Kayak to hunt seal for the winter's food supply.

Before great grandmother leaves she promises Nuka Cham that there will be three guests before her return.


Akavak and his grandfather set out on a long and difficult journey because the old man feels he is nearing the end of his life and has promised to see his brother before he dies.


Indian and Eskimo songs and chants gathered from many North American tribes.


A young hunter marooned on a barren island prepares a stony coffin.


The story of Kungo, a young Eskimo, who becomes a great archer to avenge the killing of his parents but who acquires a wisdom greater than violence.

A moving account of how Purik overcomes hunger and cold to find a herd of caribou for his starving family.


When the Alaskan Flag Contest of 1926 was announced, Benny, a young Native American boy, entered his design.


An Eskimo boy must leave his best friend when his family moves to the city.


After saving a herd of reindeer and their injured herder, a young boy is allowed to attend school in the distant city.


An introduction to the Eskimos and their environment including their homes, clothing, work, and crafts.


The men had said Dotah was too young to hunt, so he set out to prove them wrong.

Redding, R. (1970). *North to the wilderness*. The
Story of an Alaskan boy. New York: Doubleday. (JH)

The author tells of his experiences growing up in the Alaskan wilderness in 1928.

Shannon, T. (1962). A dog team for Ongluk. Chicago:

Melmont. (P)

Ongluk's dog has puppies and he undertakes the task of training them for his team.


Doubleday. (JH)

Story of what might have happened if the Japanese had landed a strike force in Alaska in 1941.


Igloos, feasts, and folklore fill the otherwise stark land.


New York: Watts. (P)

Tells how Eskimos used to live and how they live today.
PAN ASIAN AMERICANS

CHINESE AMERICANS

The author has used questions and misconceptions about China gathered from American school children as a basis for his discussion of the history, culture, and religion of China.

Young Soo Ling helps her grandfather adjust to modern society. The story gives dignity and importance to both the young and the elderly.

Through the eyes of the sisters Precious, More Precious, and Plenty Precious, American children learn what Chinese life was like before the Communist period.

One warm summer day grandmother tells the children the old Chinese tale of how cats and dogs came to dislike one another—just as she had heard it told by a storyteller in a village street in China.
A young boy finds more than friends while looking for someone to invite to his birthday party.

A history of the Chinese in America to 1910.

The book is informational and shows pictures with clear explanations of the Chinese New Year.

Highlights the life of a Chinese American runner, his record breaking performance in the New York City Marathon at the age of nine, and his dream to compete in the Olympics.

The author’s fictionalized version, though all the events are true, of her childhood in China in the 1920's.

Amy learns that an old ginger jar is valuable only after giving it away. A Chinese American's view of Caucasians is described as well as details about Chinese food, school, and foot binding.

An old gentleman and a young orphan boy share a Chinese New Year celebration in New York City.

(P-I)
Story of Ah Jim who wants a pet but his mother said that he could get a pet only if it could fit in a rice bowl. Good description of this Chinese American family.

A ten-year-old Chinese American boy living on Long Island describes his family life, his school, and his hobbies.

(JH)
In San Francisco, a mystery is solved involving a moon guitar and a Chinese roll painting.

Describes the family life of Willy who is trying to satisfy the expectations of his grandfather and to gain acceptance at school as an American.


To escape the problems of being poor and Chinese, Donald begins to cut school to climb the George Washington Bridge where he meets Wingman, a sort of Chinese superman.


A toymaker and his young friends prepare a shadow puppet play for the Moon Festival in Chinatown in Los Angeles.


Story of Moy Moy, or little sister, and her brothers preparing for the Chinese New Year.


Story of Marie Chan, a Chinese American who lives in New York City’s Chinatown. Focuses on the Chinese New Year and her culture and heritage.

“Cloud” Selby wanted a jeep but needed money. Could the gardening service provide the money?

Discusses the life of Chinese Americans today including their past history and their present customs and problems.

Chinese syllables and words together with pictures of the objects teach the reader how to write Chinese.

A twelve-year-old girl who knows little about her Chinese heritage is sent to live with her grandmother in San Francisco's Chinatown.

Story of Chinese living in Chinatown, San Francisco in the early 1900's.

A Chinese American boy whose father wants him to be good in sports finally asserts his right to be himself.
In nineteenth century China, a young girl struggles to protect her family from the threat of bandits, famine, and an ideological conflict between her father and brother.
JAPANESE AMERICANS

Appel, B. (1973). *Why the Japanese are the way they are.* Boston: Little, Brown. (I)

An account of Japan's history and way of life. The author tells of the conflict in the Japanese between two spirits: the girl-or the way of the warrior—and the ninjo, which emphasizes sensitive, human feelings.


A young Nisei confined in a relocation camp during World War II volunteers for military service.


Two Japanese American children solve a mystery and heal a long-standing neighborhood feud while staying with their grandparents in the Little Tokyo area of Los Angeles.


When Jenny comes from Japan to visit her grandmother in the United States she is faced with varied experiences as a result of her mixed heritage.

Stogie Crane, shortstop for the Mohawks, feels secure in his position on the baseball team until Sam Suzuki of Japan appears on the scene.

Grandparent Day at the first grade party presents a problem for Miki.

An introduction to the history and culture of Japan including a discussion of Japanese in the United States.

A young Japanese girl adjusts to an American school and a life unlike that she knew in Japan.

Momo finds a little kitten and takes on the responsibilities of raising it.

Legend about a fisherman's visit to the underground on the back of a turtle.

A little girl who, in her excitement to use her new boots and umbrella, learns to walk alone for the first time.


Discusses the background of Japanese immigrants, their immigration to America, prejudice, wartime treatment, and their life since World War II.


A little Japanese American girl works hard at learning the traditional arts in hopes of being chosen queen of the Ondo Parade during Nisei Week in Los Angeles.


The story of a brother and sister who attempt to sell flowers in order to raise money to help their grandfather.


Biography of renowned Japanese American sculptor.

Twelve-year-old Yuki and her parents have just been released from Topaz, one of many concentration camps in which all West Coast Japanese were imprisoned during World War II.


Story based on the author’s experiences when she and her family were evacuated from their comfortable California home to an internment camp in Topaz, Arizona during World War II.


When ten-year-old Keiko arrives in California from Japan, she begins an uncomfortable relationship with Uncle Henry over her newly acquired pet cat.


Based on historical fact, a young boy, Koichi, and his samurai father head toward the California hills in 1869.
HISPANIC

PUERTO RICANS


A young boy struggling to adjust to his adopted city, New York, tells stories about the beautiful pet he left in Puerto Rico.


A boy looks for something to do on a hot afternoon and finds it when the street washer's truck swishes by.


Barto and his sister take a trip on the New York subway.


Biography of the hockey star.


Explores the feelings of a new arrival in Spanish Harlem--his fears, his doubts, and finally his acceptance of an alien neighborhood.

The story of a Puerto Rican boy in East Harlem, and his return to Puerto Rico for the summer.

Shows architecture of Puerto Ricans and holy images in their homes.

Biography about a man who overcame handicaps and prejudices to become one of the all-time baseball greats.

A Spanish speaking bank teller and a group of Harlem children join Juanito, newly arrived in New York from Puerto Rico, in a search for his lost dog.

The story of how Carlos came to an understanding of borrowing and the difference between right and wrong.

Depicts the loneliness of a ten-year-old boy in New York acting as head of a family and determined to
buy a warm blanket as a special present for his mother.


Juan was excited when Uncle Esteban sent him money for a plane ticket to New York from Puerto Rico, until he found it was for a one-way ticket.


Carlos and a group of youngsters from West 94th Street set about beautifying their part of the block by selling window boxes.


When a championship game of stickball between Puerto Ricans and African-American youths involves closing the street, the city government becomes interested.


A Puerto Rican American girl living in East Harlem describes her family, social and school life and her impressions of Puerto Rico after a visit there.

With the help of her mother and father, Wanda is able to write a happy birthday letter to her Uncle Carlos who lives in Puerto Rico.


Biography of the baseball star.


An inner city Puerto Rican boy and an upper middleclass Caucasian boy talk about their daily life and their ambitions for the future.


Story of a young girl whose need to belong in the world of Brooklyn brings her into conflict with the values of her old Puerto Rican grandmother.


Papa's work takes him away from home through the week, but he comes home with money and gifts each Friday night.


Papa meets the plane at the airport but there are seven ninos and Mama—four more than he expected! Where will
everyone sleep.


When Carmen comes to live in New York City, a spider plant from her teacher gives her courage and brings her new friends.
MEXICAN AMERICANS

A contemporary story of a young Chicano girl who moves to a small midwestern town. She is immediately faced, for the first time in her life, with discrimination.

Nineteen stories, from fourteen countries of Latin America. Includes adventure, romance, myth and legends. The stories blend reality and imaginative plots. The tales range in background from the lonely, arid lands of Argentina to the lofty mountains of Mexico.

The author describes the struggles of three Mexican Americans, in various historical periods to redress the wrongs that their people suffered.

To help her poverty-stricken family, thirteen-year-old Lupita enters California as an illegal alien and start to work while constantly on the watch for la migra.
A combination of several Mexican legends and tales.

This book provides an overview of the 400-year old history of Mexican Americans from the initial Spanish settlement in the Southwest to modern life in the barrios.

Biography of Cesar Chavez.

The daily experiences of a thirteen-year-old Mexican American girl in a small agricultural town in California are described.

Victor, a Mexican American boy, hates school because he cannot understand his teacher well enough to know what is expected of him.
This book includes unrhymed poems, printed in both English and Spanish of songs and singer, artist, storyteller, and doctor.
The story slightly fictionalized of a real event—the eruption of a volcano in Mexico.
(P-I)
Sam’s cousin from Mexico comes for an extended visit and teaches Sam’s second grade class to play soccer.
Lupita describes her mother’s job as a mail carrier and her life as in a one-parent family.
Maria encounters prejudice against Chicanos when she and her younger brother move to San Francisco to live with an aunt.
Although dated, this book gives interesting background information on Mexico’s struggle for independence.

(I)

This is a collection of biographies of twenty well-known Mexican Americans.


(I-JH)

A parole officer relates his effort to keep the violence and heroics of two young children under control.


(I)

Sixteen-year-old Ramon dreams of someday becoming partners with his father pearlimg the waters of Baja, California.


This book gives easy to follow instructions on how to make pinatas and paper flowers.


(P)

Carlitos lives in the Mexican American barrios of East Los Angeles enjoying its picturesque life with his dog, Blanco.

Politi, L. (1946). Pedro, the angel of Olvera Street.
New York: Scribner. (P)

This delightful picture book tells the story of the Mexican Christmas celebration known as the Posada procession.


A young boy named Juan and the gardener at the mission San Juan Capistrano love the swallows that live there.


Angelica and her grandmother live together in Pico Rivera. Through stories told to Angelica by her grandmother she comes to understand the importance of the corn plants to her culture and history.


A letter on each page with a sentence in English and Spanish, introduces the alphabet and a brief description of city life.


This book is a collection of black and white photos and short narrations of an exceptionally successful, Mexican American family.
OTHER ETHNIC GROUPS


A collection of poems written from the point of view of a child with an African-American mother and a Caucasian father. (Interracial)


Uri Shulevitz adapted this story of two young brothers who wonder how much money they will receive from their relatives for Hanukkah. (Jewish)


The Mexican War of 1845-1848 is the background for this story centering around young Quincy Heffendorf and his Uncle Fritz, newly arrived from Germany. (German)


The story is about an old man and his magical paper crane that brings happiness to a lonely diner. The focus is on a young boy who learns the importance of giving. (Japanese)

A young Jewish girl and her family adjust to a new neighborhood and new friends at a time when the radio is telling of Hitler's rise to power in Europe.

(Jewish)

The book describes the Muslim child through songs, games and verse to aid children in understanding the cultural variances in an Islamic way of life.

(International)

Ten tales, told by a Vietnamese national, transcribed by the author. (Vietnamese)

Twenty-three tales, selected Lao aphorisms, brief history and description of the land and its people. (Laotian)

Fictionalized historical account of Jayavarman II, visionary behind the mysterious Cambodian Angkor civilization of 802-1431. (Cambodian)


Seven years after her mother dies, seventeen-year-old Ellie Levine learns her mother left a will, never executed, which could relieve the poverty existence of Ellie and her father during the depression. (Jewish)


Sona defies her Armenian American family's code for proper behavior when she desires to go sailing. In the end her grandmother accompanies Sona on her first, almost disastrous, sailing trip. (Armenian)


Story of a poor Polish American girl and the problems she encounters in school. (Polish)


This book is intended to help children learn the life of Prophet Muhammad and the history of the Islamic religion in simple terms. (International)

This book is about the traditional greetings used by Muslims all over the world. It aims to teach the children all they need to know about this unique way of greeting. (International)

Kayani, M.S. & Murad, K. *The brave boy*. Chicago, IL: Sound Vision. (P-I)

The story contains seven stories about a young boy, Ali bin Abu Talib, cousin to Prophet Muhammad, who showed great courage and determination when he was eleven years old, in committing himself fully and unflinchingly to the faith and way of life that is Islam. (International)


A collection of eight stories from the life and teachings of the Prophet Muhammad, showing what he taught and practiced about kindness and compassion to all creatures. (International)


A ten-year-old Jewish girl from a poor Brooklyn family in 1937 must decide whether to accept her rich aunt and
uncle's offer to be adopted by them and go to live in Miami. (Jewish)


Mark had three worries: his Bar Mitzvah performance, his best friend who found another best friend, and his performance as a member of the B'nai B'rith Little League team. (Jewish)


A twelve-year-old girls sees her family differently when faced with problems at her new school and at home. (Italian)


A biography of the last Hawaiian queen. (Hawaiian)


In 1944 a fifteen-year-old Jewish boy tells his family he will travel in the West but instead enlists in the United States Air Corps and is taken prisoner by the Germans. (Jewish)

When Tony Boccaccio's father loses his job, Tony goes into the shoeshine business and faces up to the hazards of doing business in New York City. (Italian)


Irish American Davie O'Sullivan's secret dream came true with the aid of an odd little man, a robin's feather, and a small green plant. (Irish)


A Vietnamese girl attending school in the United States, lonely for her mother left in Vietnam, makes a new friend who presents her with a wonderful gift.
Note: A portion of this annotated bibliography was taken from, Multicultural Bibliography: Kindergarten-Grade 8 Library Books. Published by San Diego County of Education, 1985.
APPENDIX C
MULTICULTURAL ACTIVITIES

This book contains creative ideas in art, music, foods of several Native American tribes that can be used in the classroom. Each lesson tells the history of each activity as well as the cultural significance. It suggests how to use each activity in various content areas such as math, science, geography, social science and language arts.

This book is the same as above except the focus is on African folktales and African-American historical figures.

This book is also like the above except the focus is on Japanese culture.

This book presents an overview of African-American history in a lively, highly illustrated narrative.
suitable for the intermediate to upper grades. This book is ideal as a supplement to the standard social studies curriculum or as the basis for a unit for African-American history.


This activity book about California Indians include such skills as word search, sequencing, patterns, scrambled words and cut outs.


All activities within each cultural unit of this series have been designed especially with the K-3 in mind, but each is open enough to be used within a K-6 range.


The descriptions contained in each activity are designed to give a teacher background information on each subject. The activities are designed to cover all areas of the curriculum, but specific concentration is made in the areas of Reading, Math, Social Studies and Art.
MULTICULTURAL RECORDS/FILM STRIPS


This record contains African and American Indian music. The songs are short and may be designed for primary and intermediate grade levels.

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