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UNDERSTANDING AND USING MULTICULTURAL LITERATURE

IN THE PRIMARY GRADES: A GUIDE FOR TEACHERS

A Project

Presented to the

Faculty of

California State University,

San Bernardino

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Education:

Elementary

by

Shirley Ann Williams

September 2001

UNDERSTANDING AND USING MULTICULTURAL LITERATURE
IN THE PRIMARY GRADES: A GUIDE FOR TEACHERS

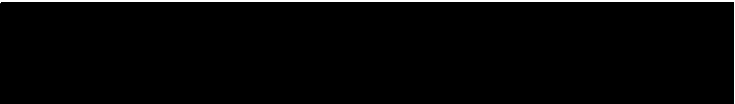
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by
Shirley Ann Williams
September 2001

Approved by:


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ABSTRACT

Many studies have shown that an overwhelming number of classroom teachers are encountering increasing diversity issues in both the content of what they teach and among the students they are teaching. The purpose of this project is to provide elementary teachers with a resource of multicultural literature that can be integrated into any curriculum, whether it is Language Arts, Social Studies, or story time.

ACKNOWLEDGMENTS

This project is dedicated to my soul mate, my husband Jim, for his patience and support, advice, and optimism throughout my educational endeavors. Thank you. I could not have done it without you.

Special thanks also to Jeanette Campbell for her insightful and thoughtful suggestions along with her great typing abilities.

There have been many more people over the past several years that aided and supported me along the way, you know who you are. Thanks.

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CHAPTER ONE

Purpose of Project

This project is an annotated bibliography and teaching guide 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, and fiction. Rossander (1985), found by "exposing children to non-stereotyped multicultural material, educators will help develop a respect for our heterogeneous United States" (p. 1). Thus a well-developed multicultural bibliography can help encourage tolerance of differences and lead to a growing multicultural society.

This project will address the following goals regarding multicultural education:

1. Provide teachers with an annotated list of multicultural literature for grades K-3.
2. Provide a guide to using materials to develop an effective multicultural curriculum.
3. Provide teachers with a list of classroom materials that can encourage students to recognize

literature as the reflections of the inner lives of people.

4. Provide activities that promote writing skills through composing poetry, short stories, and journals describing different cultural groups.
5. Provide classroom teachers with a list of materials and criteria that will motivate students to want to learn more about the world around them through Multicultural Literature.

Multicultural education is a positive response to the recognition of the culturally pluralistic nature of both our society and various school populations. It is an educational concept that when translated into curriculum and teachers' attitudes, assists in recognizing and fostering respect for people from all ethnic and cultural groups. It is of great importance that children maintain pride in their cultural backgrounds. A well-defined multicultural program encourages students to recognize and value cultural differences, while also encouraging teachers to capitalize on the existence of the diversity within their classroom to enrich the teaching of their students. According to the California Teachers Association:

One of the primary roles a teacher plays in the classroom is that of mediator of culture ... they as a person must transmit knowledge of the culture and interpret the knowledge being transmitted. Teachers play the role of chief transmitter and interpreter of society's philosophy and values. It is therefore most important for the classroom teacher to have the broadest concept of cultural awareness and how to use it effectively. (1994, p. 12)

One of the main goals of Multicultural Literature Based Reading is to help students recognize literature as the inner life of people. In addition, says Florez and Hadaway (1986), the reader can develop a variety of literacy skills by extracting information, "meaningful and relevant to real-life situations. Utilizing literacy writing 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). With this curriculum literature, teachers can share stories both orally and in written form with students. Activities with these multi-ethnic pieces of literature can parallel the typical language art

exercises such as vocabulary, comprehension skills, literal and figurative language development, and writing.

Multicultural Literature can be like a magic mirror wherein children see others like themselves. They meet characters that provide inspiration for the reader's future growth. "When teachers provide relevant and appropriate material and invite students to participate, success in learning will result. After all, the child is the one who has to build knowledge surrounding what the teacher provides" (Goodman, 1986, p. 75).

Multicultural Literature can be used as an alternative to stories of any current reading curriculum if the teachers wish to incorporate this program into the regular reading schedule. Another possibility is to use this information in a language arts unit, a social studies project on different cultures, or as a special reading unit by itself. The possibilities are endless because reading is an essential part of the curriculum. This can be a great beginning.

In a true pluralistic society, it is essential that we learn to respect and appreciate cultural diversity. Books can never substitute for firsthand contact with other people, but they can deepen our understanding of different

cultures. Rather than falsely pretend that differences do not exist, children need to discover what is unique to the experiences of being human.

Description of Project

This project is meant to help teachers, especially new ones, become sensitive to the needs from diverse cultural backgrounds while at the same time helping students become academically successful. The outcome of this project will be a guide that is divided into four major sections. The first section will describe the importance of multicultural experiences for all children and how to best utilize the guide to achieve this. The second section will be an annotated bibliography of multicultural literature appropriate for grades kindergarten through third. The third section will be a list of materials and activities that can be integrated into the regular curriculum. The final section will include other materials and criteria that will assist teachers in their own creative development of this topic.

The organization of the guide will be simple in design for easy access and utilization. It will focus on the

useful application of readily available books and materials.

As teachers, we need an understandable means of organizing subject matter that will enable us to instruct, draw on, and value students' backgrounds, prior knowledge, and interests. As larger numbers of children learn by interacting with each other, learning becomes a social process that can use a variety of instructional strategies and resources that respond to students' diverse needs. I have found an alarming number of new teachers have had little experience with diverse populations, and therefore are limited in understanding and interacting with students outside their own culture.

I believe this guide will assist the teacher who is not equipped with enough multicultural literature. It will provide a more universal, unbiased view of the world through reading activities and literature. We teachers must realize that the basal reader is not always 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). I feel with the reading of quality multicultural literature, students can

get a closer look into the world in which they must contribute.

Evaluation of the Project

The project will be evaluated by parents and professionals representing several different roles. It will be given to two district curriculum leaders who deal with multicultural issues, two K-3 teachers, and two parents.

These persons will respond to a questionnaire that will give feedback on the effectiveness of the guide. Their comments will be used to further refine the project.

Significance of Project

Multicultural issues are part of the daily life of teachers in California. Demographic information shows the need for multicultural education. Nationwide, ethnic minority populations constitute one-fourth of the population (Simonson, 1981). Immigration contributes to the largest growth in population (United Way of America, 1989). The children of immigrants enter American classrooms and bring with them their language and culture. The nationwide trend of a changing population is especially evident in California schools.

The composition of the student population in California continues to become more culturally diverse. It is projected that in the year 2000, California will have a majority of minority populations (United Way of America, 1989). The implications from these figures represent a need for change in the schools in order to accommodate linguistic and cultural diversity. This project is an attempt to be one way to assist teachers in this important endeavor.

CHAPTER TWO

In a diverse and multiethnic society such as ours, it is important for children to know other cultures and to sense that their own culture is valued. James Banks helps us face the fact that:

All students will have to participate in a diverse interconnected global society. In order to assist them in developing the skills and knowledge necessary to become effective citizens in a connected global society, we need to make sure that they are exposed to different ways of being, different ways of thinking, and different ways of knowing. (1995, p. 82)

This literature review will focus on four major topics relevant to this project:

1. A working definition of multicultural education.
2. The role of literature in multicultural understanding.
3. Attributes of an effective multicultural classroom.

Views Concerning Multicultural Education

In an attempt to clarify the meaning of multicultural education, I will take from Bullivant who broke the word multicultural down into its constituent parts, multi- and cultural. Because the meaning of multi, or many, is obvious, his main analytical work was to determine, in the context of multicultural education, the best meaning for the term culture. Bullivant defined culture as a social group's design for "survival in and adaptation to its environment." With this definition in mind, he added "one aim of multicultural education would be to teach about the many social groups and their different designs for living in a pluralist society." To sum up Bullivant's definition, "multicultural education is an educational reform movement that is concerned with increasing educational equity for a range of cultural and ethnic groups" (1993, p. 23).

Another view of multicultural education comes from Donna M. Gollnick and Phillip C. Chinn. According to them:

Multicultural education is the educational strategy in which the student's cultural background is viewed as positive and essential in developing

classroom instruction and a desirable school environment. It is designed to support and extend the concepts of culture and equity into the formal school setting. (1986, p. 5)

Gollnick and Chinn's definition embraces cultural pluralism as well as equity. Both theirs and Banks' definition suggest that for multicultural education to become a reality, the school environment must reflect a commitment to multicultural education. Some advocates feel the definition should focus on racism. Kim, in a 1987 survey pertaining to multicultural education, offered this definition involving racism:

Multicultural education is a deliberate education attempt to help students understand facts, generalization, attitudes, and behaviors derived from their own ethnic roots (origins) as well as those of others. In this educational process, students will unlearn racism and recognize the interdependent fabric of our human society, giving due acknowledgement for contributions made by various ethnic groups throughout the world. (p. 27)

Nieto suggests that: when multicultural education is mentioned, many people first think of lessons in human

relations and sensitivity training, units about ethnic holidays, education in inner-city schools, or food festivals. According to Nieto:

Multicultural education is defined as a process of comprehensive school reform and basic education for all students. It challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism (ethnic, racial, linguistic, religious, economic, and gender, among others) that students, their communities, and teachers represent. Multicultural education permeates the curriculum and instructional strategies used in schools, as well as the interactions among teachers, students and parents and the very way that schools conceptualize the nature of teaching and learning.

From this literature, we can see that multicultural education has at least five basic characteristics.

1. Multicultural education is antiracist education.
2. Multicultural education is basic education.
3. Multicultural education is important for all students.
4. Multicultural education is education for social justice.

5. Multicultural education is a process.

Multicultural education is for and by teachers as well as students, parents, and other stakeholders; it encompasses and has positive implications for all individuals and groups in the United States and other nations that have their own multicultural education movements.

The Role of Literature in Multicultural Understanding

In recent years, there have been changes in the structure of the reading curriculum. These changes address the importance of making reading meaningful, enjoyable, and also implementing the use of multicultural literature to help students become more aware of our diverse population. Literature can help in teaching students cultural values they will process and take into their lives.

With the reading curriculum literature as it is now in local school districts, students learn human values and can explore ideas from diverse people and times. As stated by the California State Department of Education (1988):

To capture the breath of human experience, a strong literature program offers the language and literature

of many nations; perspectives of racially, ethnically and culturally diverse societies; of poems, and narrations, fables and legends, stories and plays. 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)

Multicultural literature provides models of cultures that can be used for discussion and study in order to promote understanding between cultures. Acceptance and understanding can be the results of a close study that allows all students to experience samples of literature that represent varying aspects of many different cultures. Cultural expression promotes the importance of literature and the feeling of power (Schensul, 1981). By emphasizing the multicultural aspect, all cultural backgrounds have the same value (Tractenberg, 1990).

Through multicultural literature, students can begin to develop the "ability to see the world as others see it" (Wood, 1987, p. 2). According to Rosenblatt (1983) the reader can change socially and psychologically at the time of his or her experience with literature. The reader's

concepts are changed after reading a story, poem or drama. The readers bring their worlds into what they read and as they grow they change their insights and satisfactions.

A strong multicultural literature program provides opportunities for children to understand themselves and others better.

Attributes of an Effective Multicultural Classroom

In order to change the historical viewpoint toward ethnic minorities, it is necessary to promote multicultural education in such a way that students will understand themselves and others, gain knowledge of different cultures, and discover that appreciation is finding worth in all people. The changes in school populations should create a demand for quality multicultural classrooms.

Rudman (1984) states the following:

Members of a particular group should be able to see themselves mirrored in literature with as many facets of their heritage as possible presented and developed. This can occur only if the shelves of a classroom, home, or library contain books about many heritages.

(p. 162)

When developing a multicultural curriculum and classroom, one must think in terms of developing a curriculum that explores diversity in our society. Sonia Nieto, in her book, Affirming Diversity, (1992), argues that a good multicultural program might use these four component levels for support. The levels are: tolerance, acceptance, respect and affirmation, solidarity and critique. In the process of becoming multicultural, we need to consider these levels of multicultural education and how they might be operationalized in the classroom.

Tolerance is the first level: To be tolerant means to have the capacity to bear something although at times it may be unpleasant. To tolerate differences means to endure them, although not necessarily to embrace them. We may learn to tolerate differences, but this level of acceptance can be shaky. What is tolerated today may be rejected tomorrow. Tolerance therefore represents the lowest level of multicultural education in a classroom. (p. 354)

Acceptance is the next level of support for diversity in a classroom: By accepting that there are differences, we can get to the very root of diversity. We can at the very least acknowledge them without denying their importance. In concrete terms, programs that acknowledge

students' languages and cultures should be visible in the classroom and school. These might include a transitional bilingual program that uses the students' primary language at least until they are "mainstreamed" to an English-language environment. Some other activities may include multicultural fairs and multicultural programs. (p. 354).

Respect is the third level of multicultural education: Respect means to admire and hold in high esteem. When diversity is respected, it is used as the basis for much of the education offered. It might mean offering programs of bilingual education that use students' native language not only as a bridge to English, but also throughout their schooling. Frequent and positive interactions with parents would take place. In the curriculum, students' values and experiences would be used as the basis for their literacy development. Students would be exposed to different ways of approaching the same reality and would therefore expand their way of looking at the world. (p. 354-355).

The fourth level of this component is affirmation, solidarity, and critique: This level is based on the premise that the most powerful learning results when students work and struggle with one another, even if it is sometimes difficult and challenging. This means accepting

the culture and language of students and their families as legitimate and embracing them as valid vehicles for learning. It also means understanding that culture is not fixed or unchangeable, and thus one is able to critique its manifestations and outcomes. Because multicultural education is concerned with equity and social justice for all people, and because basic values of different groups are often diametrically opposed, conflict is inevitable. What makes this level different from the others is that conflict is not avoided, but rather accepted as an inevitable part of learning. (p. 355).

At this level, students not only "celebrate" diversity, but they reflect on it and confront it as well. As expressed by Kalantzis and Cope, "Multicultural education, to be effective, needs to be more active. It needs to consider not just the pleasure of diversity but more fundamental issues that arise as different groups negotiate community and the basic issues of material life in the same space--a process that equally might generate conflict and pain."

In the school, affirmation, solidarity, and critique mean using the culture and language of all

students in a consistent, critical, comprehensive, and inclusive way. (p. 356)

Multicultural education is not easy; if it were, everyone would be doing it. Boutte and McCormick state that authentic multicultural classrooms should provide ongoing informal and formal activities that are integrated throughout the curriculum on a daily basis. They also contend that multicultural activities should not be limited to isolated and discontinuous activities such as formal units on Native Americans around Thanksgiving, discussions of African-Americans achievements during Black History Month, or cooking ethnic foods. While these activities have merit, they are "pseudomulticultural" or unauthentic in nature since they only provide brief "exotic" glimpses of other cultures. Both Boutte and McCormick feel that an authentic multicultural curriculum provides sustained and deep coverage of cultural content and issues rather than a marginalization of diversity issues. (1992)

Two basic complementary concepts should guide multicultural classrooms (Lay-Dopyera and Dopyera, 1987):

- 1) People are similar in that they have the same basic needs such as water, food, shelter, respect, and love, and

2) People are different and may fulfill these needs in different ways (different types of houses, diets, etc.).

As noted by Boutte, La Point, and Davis (1993), it is actually rude not to discuss differences. Since each child is unique, multicultural teachers must discover specifics about children and their families that facilitate children's learning and development. Both similarities and differences must be emphasized.

The following components are recommended by Lay-Dopyera and Dopyera, (1987) for multicultural classes:

- Modeling by Teacher
- Curricular Inclusion of Multicultural Heritage
- Multicultural Literature
- Multilinguistic Experiences
- Resource Persons from Different Cultures

The above would be effective for a multicultural classroom.

Effective Uses of Children's Multicultural Literature

Student attitudes can be shaped by acquainting them with books that, in turn, help them develop pride in their cultural heritage. Arbuthnot (1972) believes that all

ethnic groups have contributed to our national life. She states that children should have the opportunity to meet diverse peoples that have made contributions to the fabric of this country. Students learn through the vicarious experience of learning about others in books. The characters, according to Arbuthnot, should be pictured as people who behave in the same ways as the reader. Students' concepts about children from all ethnic groups are influenced as they read and experience multicultural literature with characters and themes that are similar to their own lives.

Multicultural literature can provide an awareness of self. Huck (1979) states, "Literature can add a new dimension to life and create a new awareness, a greater sensitivity to people and surroundings. It can educate the heart as well as the head" (p. 36). Blanche Gelfant (1981) believes multicultural literature students acquire added dimension. We recover the richness of our heritage. Ethnic literature alters our minds. By looking at things through the viewpoint of the characters, we can understand things in a different way.

Children develop a common joy in language as they are allowed to experience rhymes, poetry, story plots,

characterizations, settings, and themes through a variety of multicultural literature. Poetry and stories provide children with the opportunity to hear the sounds of language and enhance oral expression abilities. Sims (1977) emphasizes the importance of reading aloud to children. As students hear the language, they interact and appreciate the sounds and joy of diverse language experiences. It is important for language development for students to hear and interact with traditional rhymes.

Gilian Klein (1986) reaffirms the belief that folktales and fiction stories can provide experience that will deepen understanding. When students become the character in the book and see the world through the eyes of that character, they have the opportunity to see the world in different ways. Klein states it is necessary to teach children who live in a pluralistic society about the values of traditional stories though the values are not the same as those held by the media.

In summary, a strong multicultural program involves students and teachers in an exploration of multicultural literature. The literature should represent the ethnic groups of our pluralistic society. All students should have the opportunity to see themselves in the literature

and to develop insights and understanding about their own lives and the lives of people from different ethnic groups. Individual differences should be viewed cross-culturally to promote the understanding that the appreciation of diversity can contribute to the strength of the society.

CHAPTER THREE

This project has been designed to assist the elementary teacher with multicultural literature that can be used to strengthen the understanding of diversities in our society. This writer found that it is necessary for elementary curriculum to include a multicultural emphasis in order for students to grow up learning about likenesses and differences. Classroom teachers have the opportunity to read and discuss literature from the viewpoint of each student. Teachers need literature that presents the varying viewpoints of the ethnic groups in our society.

Teachers are going to have to look for books of multicultural literature in school and public libraries. It may be necessary for teachers to purchase literature through book clubs, bookstores and companies that sell educational supplies.

There seems to be a trend on the market to publish more children's literature with a multicultural emphasis. Teachers need to evaluate the new materials on the market and search for quality literature. This writer hopes that this project will assist in the selection. This writer

also feels strongly that it is important to expand the use of multicultural literature in the schools.

APPENDIX A:
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, and fiction. Rossander (1985) found "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 can help encourage students' tolerance of differences and lead to healthy and positive attitude toward our growing multicultural society.

Multicultural Literature can be used as an alternative between stories of any current reading curriculum if the teacher wishes to incorporate this into the regular reading schedule. Another possibility is to use the program as a language arts unit, a social studies project on different cultures, or as a special reading unit by itself. The possibilities are endless because reading is an essential part of the curriculum. This can be a great beginning for new teachers.

This bibliography will feature materials representing African Americans, Asian Americans, Hispanic

Americans, Native Americans and other ethnic groups. A brief summary will be given for each book along with publishing date, approximate grade level usage from primary to intermediate (P-I), and a rating (good, very good, excellent).

African Americans

Aardema, V. (1981). Bringing the rain to Kapati Plain. New York: Dail Books for Young Readers. (P-I)

This folktale was discovered in Kenya, Africa, more than 70 years ago. It's a warm and tender story about the gift of kindness. Excellent (folktale) ISBN 0-590-68444-2.

Adler, David. (1993). A picture book of Rosa Parks. New York: Scholastic Inc. (P-I)

This book tells about the life of Rosa Parks. Rosa was the great-granddaughter of slaves. When Rosa was young, discrimination against African Americans was common. Excellent (biography) ISBN D-439-16827-9.

Alexander, M. (1969). The story Grandmother told. New York: Dial. (P)

Lisa wants her grandmother to tell her the story of the green balloon shaped like a green cat. Good (fiction) ISBN 0-02-789240-9.

Boyd, C. (1984). Circle of gold. New York: Scholastic, Inc. (I)

After the death of her father, twelve-year-old Mattie desperately tries to cheer her mother and bring her family back together again. Good (fiction) ISBN 0-590-43266-4.

Bunting, E. (1994). Smoky night. New York: Harcourt Brace. (P)

When the Los Angeles riots break out in the streets of their neighborhood, a young boy and his mother learn the value of getting along with others no matter what their background or nationality. Excellent (fiction) ISBN 0-591-82645-1.

**Desbarats, P. (1968). Gabrielle and Selena. New York:
Harcourt Brace Jovanovich. (P)**

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. Good (fiction) ISBN 07879-4196.

**Hamilton, V. (1985). The people could fly. New York:
Random House. (P)**

Brings the fascinating range of African-American folk tales and humor to all children. Good (fiction) ISBN 0-394-54648-1.

Hamilton, V. (1988). Anthony Burns: The defeat and triumph of a fugitive slave. *An ALA Notable Children's Book, ALA Best Book for Young Adults, Coretta Scott King honorable mention award. (I)

Anthony Burns, a slave, flees to Boston and freedom. His former owner goes north to claim him. The anti-slave forces rally around Burns, but the federal government backs the notorious Fugitive Slave Act. Excellent (biography) ISBN 0-590-42893-4.

Haskins, J. (1993). Get on board: The story of the Underground Railroad. New York: Scholastic, Inc. (I)

This book argues forcefully for the often downplayed role that African-Americans played in their own escape networks. No one knows how many slaves escaped, but hundreds of slaves would not have survived and won freedom without the Underground Railroad. Excellent (non-fiction) ISBN 0-590-45419-6.

Hook, William H. (1990). The ballad of Belle Dorcas. New York: Random House...*Parents' Choice Award Honor Book. (I)

When she falls in love with Joshua, a slave, freeborn Belle Dorcas uses the magic of a conjure woman to keep Joshua with her. Good (fiction) ISBN 0-394-84645-1.

Jones, Lunda. (2000). Five brilliant scientists. New York: Scholastic Inc. (P-I)

Describes the early lives and notable achievements of five black scientists: Susan McKinney Steward, George Washington Carver, Ernest Everett Just, Percy Lavon Julian, and Shirley Ann Jackson. Excellent (biography) ISBN 0-590-48031-6.

Keats, Ezra Jack. (1987). John Henry. New York: Random House. (P-I)

Describes the life of the legendary steel-driving man who was born and who died with a hammer in his hand. Excellent (folklore) ISBN 0-394-89052-3.

Lester, Julius. (1989). How many spots does a leopard have? New York: Scholastic Inc. (P-I)

An illustrated collection twelve folktales--ten African and two Jewish. Very good (folktales) ISBN 0-590-41973-0.

Levin, Ellen. (1993). If you traveled on the Underground Railroad. New York: Scholastic Inc. (I)

This book tells what it was like to be a slave trying to escape to freedom on the Underground Railroad. Very good (biography) ISBN 0-590-45156-1.

Mathis, Sharon Bell. (1975). The hundred penny box. New York: Penguin Group...*A Newberry Honor Book. (P-I)

Michael's love for his great-great-aunt, who lives with his family, leads him to intercede with his mother, who wants to toss out all the aunt's old things. Excellent (fiction) ISBN 0-14-032169-10.

Miller, Robert H. (1995). The story of Stagecoach Mary Fields. New York: Silver Press. (P-I)

The story of Mary Fields, who spent the first thirty years of her life in slavery. Then, as a freed slave, she spent the next fifty years wrestlin' bandits and carryin' the mail. Good (fictional biography-pioneers-women's history) ISBN 0-382-24394-3.

Millender, Dharathula H. (1969). Martin Luther King, Jr.: Young man with a dream. New York: Bobbs-Merrill. (P-I)

The story of Martin Luther King, Jr. and his life as a civil rights leader. **Includes teacher's guide for use with primary grades. Very good (biography) ISBN 0-02-0420102-2.

O'Neal, Shaquille. (1999). Shaq and the beanstalk and other very tall tales. New York: Scholastic Inc. (P-I)

Basketball star Shaquille O'Neal relates updated versions of five fairy tales linked together. In each, he plays a major role: Shaq and the Beanstalk, Little Red Riding Shaq, Shaq and the Three Bears, Shaq's New Clothes, and Shaq and the Three Billy Goats Gruff. Very good (fairy tales, fiction) ISBN 0-590-91823-0.

Towels, Wendy. (1993). The real McCoy: The life of an African American inventor. New York: Scholastic Inc. *A Blue Ribbon Book. (P-I)

This book introduces children to the life of the brilliant pioneer whose contributions to technology, science, and home are very much in evidence today. Excellent (biography) ISBN 0-590-48102-9.

Turner, Ann. (1995). Nettie's trip south. New York: Aladdin Paperbacks. (P-I)

A ten-year-old northern girl encounters the ugly realities of slavery when she visits Richmond, Virginia, and sees a slave auction. Good (fiction) ISBN 0-689-801117-3.

Winter, Jeanette. (1988). Follow the drinking gourd. New York: Scholastic Inc. (P-I)

In the days of slavery in the United States, many slaves tried to escape their cruel bondage by fleeing north, usually to Canada, to freedom. Very good (fiction) ISBN 0-590-99496-4.

Williams, Miller. (1994). Zora Hurston and the Chinaberry tree. New York: Lee & Low. (P-I)

This book emphasizes the awareness of family nature and community. Very good (fiction) ISBN 1-880000-33-4.

Asian Americans

Bang, M. (1983). Dawn. New York: Mulberry Books. (P-I)

This retelling of the Japanese folktale "The Crane Wife" is a story that will move readers with its story of loss and hope. The rescue of a Canadian goose begins a tale of happiness, temptation, and greed. Very good (folktale) ISBN 0-688-10989-6.

Brown, T. (1987). Chinese New Year. New York: Holt. (P)

The book is informational and shows pictures with clear explanations of the Chinese New Year. Very good (biography) ISBN 0-590-99496-4.

Buck, P. (1971). The Chinese story teller. New York: Day. (P)

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 story teller on a village street in China. Very good (fiction) ISBN 0-439-16827-9.

Bunting, E. (1988). How many days to America? New York: Clarion Books. (P-I)

A family, fleeing from soldiers in their home country, joins with others and illegally sets sail for America on a raft, trying to reach American soil before being found. A Thanksgiving story that knows no season. Very good (fictional biography) ISBN 0-395-54777-6.

Coerr, E. (1977). Sadako and the thousand paper cranes. New York: Bantam Doubleday. (P-I)

A young girl dies from leukemia as a result of radiation from the atomic bomb dropped on Hiroshima in Japan. She later becomes a heroine to other children in Japan and a memorial is made in her honor. Good (biography) ISBN 0-440-47465-5.

Ho, M. (1996). Hush! A Thai lullaby. New York: Orchard Book. (P)

A lullaby that asks animals such as lizards, monkeys, and water buffaloes to be quiet and not disturb the sleeping baby. Good (fiction) ISBN 0-590-48653-5.

Iwamatsu, J. (1983). Seashore story. New York: Viking. (P)

Legend about a fisherman's visit to the underground on the back of a turtle. Good (folklore) ISBN 0-590-48031-6.

Kidd, D. (1989). Onion tears. New York: Beech Tree Books. (P-I)

Vietnamese Nam-Huong wants to adjust to her new life in Australia, but she misses her parents and grandfather. She is haunted by her experiences as a refugee and soon stops speaking. With help from her teacher and foster mother, she begins to trust again. Good (fiction) ISBN 0-688-11862-3.

Lord, B. (1984). In the year of the boar and Jackie Robinson. New York: Harper Collins. (I)

Shirley Temple Wong sails from China to America. When she arrives, she speaks no English and finds it hard to make friends. Then, through Jackie Robinson, star of the Brooklyn Dodgers, learn America is the land of opportunity. Very good (fictional biography) ISBN 0-06-440175-8.

Parks, B. (1995). The emperor and the nightingale. Hawthorn, Australia: Mimosa Publications. (P-I)

A retelling of the classic tale about an emperor who cages a nightingale to hear its song. The emperor does not appreciate the bird, and suffers the consequences. Good (folktale) ISBN 0-7327-1736-1.

Pirotta, S. (1992). Chloe on the jungle gym. New York: Barron's Educational Services. (P)

Chloe, a young girl in China, meets a brown bear at the top of the park jungle gym and flies around the world with him to meet other bear friends in China, the Arctic, and the American West. Good (fiction) ISBN 0-8120-6269-8.

Spagnoli, C. (1995). Judge rabbit helps the fish. Bothell, Washington: Wright Group Publishing. (P-I)

A retelling of the Cambodian folktale with trickster characters including a greedy jackal, thirsty animals, and a rabbit judge who saves the day with his wisdom. Good (folktale) ISBN 0-7802-1477-3.

Stanley, J. (1994). I am an American: A true story of Japanese internment. New York: Scholastic. *Winner of Orbis Pictus Award for Outstanding Nonfiction, an ALA Notable Book, Horn Book Fanfare Outstanding Book of the Year, Booklist Editors' Choice. (I)

A compelling and eloquent account of the disastrous results of racial prejudice during World War II. This book chronicles the internment of Japanese Americans and the injustice done in the name of loyalty. Excellent (non-fiction) ISBN 0-590-68444-2.

Tompert, A. (1990). Grandfather Tang's story. New York: Crown Publishers, Inc. (P-I)

A story-within-a-story is interpreted with bold watercolor paintings and embellished with inkings of tangrams. The

tale of two fox fairies is told by Grandfather Tang and his granddaughter using tangrams. Excellent (fiction) ISBN 0-517-57487-X.

Yep, L. (1975). Dragonwings. New York: Harper & Row, Inc. (I)

Moon Shadow comes from China to San Francisco in 1903 to join the father he has never met. An unusual historical novel, unique in its perspective of the Chinese in America and its portrayal of early 20th-century San Francisco, including the great earthquake. Excellent (historical fiction) ISBN 0-590-43450-0.

Yep, L. (1977). Child of the owl. New York: Harper & Row, Inc. (I)

Casey, a twelve-year-old Chinese girl in San Francisco, feels lost. She misses her father and does not understand her heritage. Her grandmother helps her accept and embrace her dual cultures as both a Chinese and an American. Excellent (fiction) ISBN 0-06-440336-X.

Native Americans

Bruchac, J. (1992). Thirteen moons on turtle's back. New York: Scholastic Inc. (P-I)

An old man explains to his grandson about the thirteen cycles of the moon and how the back of turtles can be used as a calendar. Good (folktale) ISBN 0-590-99508-1.

Bruchac, J. (1993). Flying with the eagle, racing with the bear. New York: Scholastic Inc. (I)

Sixteen rich, thought provoking Native American tales associated with the rites of passage from a variety of tribal nations. All show reverence for nature and are full of magic and adventure. Good (fiction) ISBN 0-8167-3027-X.

Goble, P. (1984). Buffalo woman. New York: Aladdin Books. (P-I)

A young hunter marries a female buffalo in the form of a beautiful maiden, but when his people reject her, he must pass several tests before being allowed to join the buffalo nation. Good (fiction) ISBN 0-689-71109-3.

Course, L. (1996). Pocahontas. New York: Aladdin Books. (P-I)

A retelling of the classic story about the young Native American girl and her life from a tribal member to her marriage to an Englishman. Good (biography) ISBN 0-689-80808-9.

Highwater, J. (1977). Anpao: An American Indian Odyssey. New York: Harper Collins. (I)

Anpao, a young brave, falls in love with a maiden. He must journey to the sun to get permission to marry her. His journey takes him backward and forward in time and space, and in and out of many legends that have been passed down.

through generations of Native Americans. Excellent (fiction) ISBN 0-06-440437-4.

Holling, H. (1941). Paddle to the sea. New York: Houghton Mifflin Company. Caldecott Honor Book. (I)

A small canoe carved by an Indian boy makes a journey from Lake Superior all the way to the Atlantic Ocean. The boy and his canoe meet many people and experience many different places along the way. Very Good (fiction) ISBN 0-395-29203-4.

Martin, B. (1966). Knots on a counting rope. New York: Henry Holt & Co. (P-I)

The counting rope is a metaphor for the passage of time, and for an Indian boy's confidence in facing his blindness, as his grandfather tells the boy about the story of his birth. Very good (fiction) ISBN 0-8050-0571-4.

McGraw, E. (1952). Moccasin trail. New York: Scholastic, Inc. Caldecott Honor Book. (I)

Jim has lived as a Crow Indian for six years when he must join his three biological siblings in their journey west on the Oregon Trail. Through the hardships they suffer, they all learn the only way to survive is to accept one another as they are. Very good (fiction) ISBN 0-590-44551-0.

O'Dell, S. (1960). Island of the blue dolphins. New York: Dell Publishing. Newbery Award Medal Winner. (I)

The story of an Indian girl who lived alone on an Island off California for many years. She survived by learning to build her own shelter, make her own weapons, and fighting the wild dogs. A tale of adventure, survival, natural beauty, and personal discovery. Excellent (fictional biography) ISBN 0-440-90042-5.

O'Dell, S. (1970). Sing down the moon. New York: Dell Publishing. (I)

The forced migration of Navahos from their original homeland in Arizona to Fort Sumner, New Mexico, is described from the Indian point of view of a fourteen-year-old Indian maiden. Excellent (fictional biography) ISBN 0-440-97975-7.

Van Riper, G. (1956). Jim Thorpe: Olympic champion. New York: Aladdin Paperback Books. (I)

Biography of Jim Thorpe, the Native American boy who grew up to become an Olympic medallist and professional sports figure. He was named greatest all-around athlete of the half-century (1900-1950). Excellent (biography) ISBN 0-566-84625-1.

Whelan, G. (1993). Night of the full moon. New York: Random House, Inc. (P-I)

Historical fiction about two young women-one white and one Native American-and mistaken identity. Soldiers believe Libby is part of the tribe they are moving off tribal land. Libby is forced her to leave her family and sets off with the Indians to escape the soldiers. Good (fiction) ISBN 0-679-87276-0.

Yue, C. (1986). The pueblo. New York. Houghton Mifflin Company. (I)

This story describes the history, daily activities, construction of dwellings, and special relationship to the land of the Pueblo Indians. Good (non-fiction) ISBN 0-395-54961-2.

Other Cultures

Appalachian

Cleaver, V. (1969). Where the lilies bloom. New York: Harper Collins. *ALA Notable Book, New York Times Children's Book of the Year. (I)

Mary Call has true Appalachian grit. When her dying father makes her promise to keep her brother and sisters together on the mountain and take no help from strangers, she is determined to keep her word. Excellent (fiction) ISBN 0-06-447005-9.

Western European

Freedman, R. (1980). Immigrant kids. New York: Scholastic, Inc. (I)

During the late 1800's and early 1900's, millions of European immigrants came to Ellis Island to start a new life in a new country. Many were children who took all sorts of jobs, learned a new culture, and gained a taste for freedom their parents had brought them to America to find. Very good (historical fiction) ISBN 0-06-556942-2.

English

Cushman, K. (1994). Catherine, called Birdy. New York: Harper Collins. *Newbery Honor Book, 1995 ALA Notable Children's Book, 1995 ALA Best Book for Young Adults. (I)

Catherine, a young girl in England of the 1300's, feels trapped into marrying a rich man at the whim of her father. Catherine must find ways to outsmart both her father and her potential husbands in order to gain the freedom and independence she feels she is entitled to. Excellent (historical fiction) ISBN 0-06-440584-2.

Eskimo

George, J. (1972). Julie of the wolves. New York: Harper Collins. *Newbery Medal winner. (I)

Jean George has captured the subtle nuances of Eskimo life, animal habitats, the pain of growing up, and combines these elements into a thrilling adventure which is, at the same time, a poignant love story. Excellent (fiction) ISBN 0-46594-00450-5.

Indian

Kroll, S. (1994). Doctor on an elephant. New York: Henry Holt & Co., Inc. (P-I)

Dr. John Symington works in the province of Bengal in India. His average day includes riding elephants, crossing flooded rivers and avoiding tigers. Good (non-fiction) ISBN 0-8050-2876-5.

Russian

Lasky, K. (1981). The night journey. New York: Penguin Books. *National Jewish Book Award, ALA Notable Book. (I)

Thirteen-year-old Rachel visits her great-grandmother Sashi who tells her of the life in old Russia. Rachel finds herself caught up in tales of the Czar's brutal armies and brutalities against Jews. Excellent (historical fiction) ISBN 0-14-032048-2.

South African

Naidoo, B. (1985). Journey to Jo'burg. England: Longman Group Limited. (I)

Children are dying in Naledi's village. Unless Naledi can get to a doctor in Johannesburg, her sister will die also. She must take her sister and walk the over 250 kilometers

by themselves to get to help. Good (fiction) ISBN 0-590-45384-X.

Poetry and Song

Hudson, Wade & Cheryl. (1995). How sweet the sound: African-American songs for children. New York: Scholastic Inc. (P-I)

From the songs of the motherland to the work songs of slaves, including spiritual, gospel, and jazz. Good (poetry) ISBN 0-590-48030-8.

Hudson, Wade. (1993). Pass it on: African-American poetry for children. New York: Scholastic Inc. (P-I)

An illustrated collection of poetry by such African-American poets as Langston Hughs, Nikki Giovanni, Eloise Greenfield, and Lucille Clifton. Excellent (poetry) ISBN 0-590-45770-5.

Johnson, Angela. (1997). In daddy's arms I am tall. New York: Lee & Low Books, Inc. (P-I)

A collection of poems celebrating African-American fathers. Good (poetry) ISBN 1-880000-31-8.

Soto, Gary. (1995). Canto familiar. New York: Harcourt Brace & Company. (P-I)

Twenty-five poems about the pleasures and woes that Mexican-American children experience growing up. Good (poetry) ISBN 0-15-200067-4.

Thomas, Joyce. (1993). Brown honey in broomwheat tea. New York: Harper Collins. (P-I)

A collection of poems exploring the theme of African-American identity. Very good (poetry) ISBN 0-06-021087-7.

Wood, Nancy. (1994). Prose and poetry of the pueblos.
New York: Doubleday & Company, Inc. (P-I)

A poetic presentation of the beliefs, roots, and statements
which best describe the uniqueness of the Taos Pueblo.
Very good (poetry) ISBN 0-385-02238-7.

APPENDIX B:
QUESTIONS FOR QUESTIONNAIRE

Questions for Evaluating Children's Literature that is
Multicultural:

The Story Itself

- Does the story include real and authentic characters?
- Are the actions of the characters true-to-life and not stereotypical?
- Is the story one that would instruct readers who are not members of a particular group, culture or population in a way that would increase understanding and acceptance?
- Does the story help members of the group or culture portrayed become more proud of their own heritage or background?

The Illustrations

- Do the illustrations represent authentic physical characteristics of people of diverse cultures in a natural way?

The Book Itself

- How might these books be integrated into the regular curriculum?

- How might these books be used to enhance children's understanding of themselves and others?

How readily available is this book for sharing with children, parents, community groups, and teachers?

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