

RESOURCE GUIDE OF MULTICULTURAL MATERIALS

by

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# PROJECT

## Project Summary

The purpose of this Capstone Project is to answer the research question: *How can educators use multicultural materials to create a more inclusive classroom community?*

Chapter Two's literature review provided a deeper understanding for the necessity of multicultural materials in the classroom. It investigated the problem of an underrepresentation of educators and materials in schools across the United States. It also researched how implicit bias contributes to the way that curriculum is taught, the type of materials used, and the way that students are disciplined in the education system. By having a deeper understanding of these topics teachers and educators will be more aware of the different materials that they are using to provide an education to students.

The resource guide included different types of literature that authentically represent Black, White, Indigenous, and People of Color (BIPOC) for read alouds and for books to be added to the classroom library. Another section included in the resource guide was different types of multicultural games that educators could have and play in the classroom. There were also resources on different ways that technology could be used to bring in multicultural education. The last section of the resource guide included information on how the school community and local community can be used to create a more inclusive learning environment.

This project is an educator friendly resource guide that is accessible for educators. A resource guide is a list of solutions or items that are recommended to a specific audience with a description on what the item is and how it applies to one's profession (McQuaid, 2018). The resource guide that was created for the project is for educators

who teach primary grades, kindergarten through third grade, to use so that they can create a more inclusive learning environment. The resource guide included different resources and active links to help make it the most user friendly, so educators can get the most information out of it. The resource guide included 62 different resources that educators can choose from in order to find multicultural material that fit best with their teaching style and classroom environment. The materials were selected based on six criterias researched by Gregory Hamot (1996). Each resource had at least two of the six criteria requirements in order to be a part of the resource guide. The project allowed teachers to use the materials in order to create a safe place where every student feels represented.

The school where this Capstone Project was implemented was at a public school. The school was located in the western suburbs of Minneapolis, Minnesota. The district had all of the schools on one campus. The Primary school was K-2, the intermediate school was connected to the primary school serving grades 3-5. The middle school and the high school were parallel to each other. The opportunity to have K-12 students in close proximity allowed students to learn and mentor each other that created a unique learning environment that strengthened the community within the district. The school district had been committed to developing character education for the students for the past 20 years. Teachers and students were trained by national leaders in character education. The school was predominantly white with both students and teachers.

This Capstone Project was created to provide educators some resources that they could use in their own classroom to create a more inclusive learning environment. There were multiple different resources in each category so educators could use materials that work best with their teaching style and classroom community. The resource guide

provides resources for teachers who teach primary aged students, kindergarten through third grade, because that is the age of students that I teach. It is the educators job to create a learning environment where every student feels seen, heard, and represented in their learning.

**Project: Multicultural Resources**

**Literacy:**

1. [Mi Papi has a Motorcycle by Isabel Quintero](#)
  - a. Mi Papi has a Motorcycle by Isabel Quintero tells the story of Daisy Ramona reflecting on the love she has for her hard working Papi, her immigrant neighborhood, and the memories of her home even though her community is changing around her.
2. [Dreamers by Yuyi Morales](#)
  - a. Dreamers by Yuyi Morales tells the story of migrants starting a new life in a place that is unfamiliar and making the most of it. It is a story about family, dreamers, hope, resilience, and strength.
3. [A New Sun, Un Nuevo Sol by Max Benavidez and Katherine Del Monte](#)
  - a. A New Sun by Max Benavidez and Katherine Del Monte is a bilingual book that tells the story of an immigrant arriving in a new land to start a new life. A place that is unfamiliar and different from where he came from but he realizes that people all have hope and want to make their dreams come true.

4. [Esperanza Rising by Pam Muñoz Ryan](#)

- a. Esperanza Rising by Pam Muñoz Ryan is a story about Esperanza and how her life completely changes when she is forced to leave her luxurious life in Mexico and flees to California. Esperanza and her mother settle in a camp for Mexican farm workers. In order for her and her mother to survive, Esperanza must find a way to rise above the difficult circumstance.

5. [Celia Cruz, Queen of Salsa by Veronica Chambers](#)

- a. Celia Cruz, Queen of Salsa by Veronica Chambers tells the story of Celia Cruz, the amazing salsa singer who passed away in 2003. This story shares a glimpse of Celia's childhood and her rise to international fame.

6. [The Name Jar by Yangsook Choi](#)

- a. The Name Jar by Yangsook Choi is about Unhei who just moved to America from Korea. She is afraid that her classmates will not like her and introduces herself without a name insisting that she will pick a name in a week. Throughout the story Unhei embraces her culture and the importance of her name.

7. [Suki's Kimono by Chieri Uegaki](#)

- a. Suki's Kimono by Chieri Uegaki tells the story of Suki and her favorite possession, her blue cotton kimono. The Kimono holds special memories of her grandmother's visit and all of the fun experiences they had together. She can not wait to share with her classmates on the first day of school.

8. [Dear Juno by Soyung Pak](#)

- a. Dear Juno by Soyung Pak is a story of how Juno thinks about his grandmother who lives far away in Korea. Juno and his grandmother communicate through letters in order to keep in touch. Even though Juno does not understand his grandmother's letters in Korean she includes different items to help him understand. Juno decides to write his letters with drawings so that his grandmother will understand him as well. This story won the author an Ezra Jack Keats award.

9. [Uncle Peter's Amazing Chinese Wedding by Lenore Look](#)

- a. Uncle Peter's Amazing Chinese Wedding by Lenore Look tells the story of how Jenny feels when her favorite Uncle gets married. Everyone in the family is excited and begins to help out with the preparations for the traditional Chinese wedding, except for Jenny.

10. [When the Cousins Came by Katie Yamasaki](#)

- a. When the Cousins Came by Katie Yamasaki is a book that celebrates a multicultural family and celebrating differences together. The story follows Lila who is excited for her cousins Takeo and Rosie to visit. In her mind, she has the perfect weekend planned. However, all of that changes once they arrive and nothing is happening like she originally planned.

11. [Hair Love by Matthew A. Cherry](#) (book) [Hair Love \(short film\) by Matthew A. Cherry](#)

- a. Hair Love by Matthew A. Cherry tells the story of a loving father and his daughter. Zuri, the daughter, has hair that has a mind of its own. In the

story Zuri wants her hair to look extra special because it is a special day. That is when her dad steps in and he learns how to style her hair and it is not as easy as it looks.

12. [As Fast As Words Could Fly by Pamela M. Tuck](#)

- a. As Fast As Words Could Fly by Pamela M. Tuck is based on true events. This story follows Mason Steele who is a 13 year old boy in 1960's Greenville, North Carolina. Mason and his brothers attend a "whites-only" high school and had to overcome racial barriers each day. Mason relies on his typing skills and inner beliefs to help him face these challenges.

13. [The Other Side by Jacqueline Woodson](#)

- a. The Other Side by Jacqueline Woodson tells the story of Clover, an African-American girl, and Anna, a White girl, who want to be friends. Their friendship has challenges as Clover's mom warns her to not cross the fence that segregates the two friends. This is a story of how Clover and Anna overcome the barriers, and the grown ups rules to play together.

14. [I Am Enough by Grace Byers](#)

- a. I am Enough by Grace Byers is a book that has a powerful message - when you love yourself you can do anything. This is a story that inspires and reminds you to love who you are, respect others, and be kind to one another.

15. [Trombone Shorty by Troy 'Trombone Shorty' Andrews](#)

- a. Trombone Shorty by Troy Andrews is a picture book autobiography and how he followed his dreams through the power of music. Today he is a

Grammy nominated artist and headlines the legendary New Orleans Jazz Fest.

16. [Hidden Figures: The Untold True Story of Four African-American Women Who Helped Launch Our Nation Into Space by Margot Lee Shetterly](#)

- a. This book tells the story of Dorothy Vaughan, Mary Jackson, Katherine Johnson, and Christine Darden and how they helped NASA with some of their greatest successes. They provided the calculations for America's first journey into space. These four women persevered in a time when being a woman and black created a lot of limitations. They overcame gender barriers and racial barriers and each had successful STEM based careers.

17. [Stolen Words by Melanie Florence](#)

- a. Stolen Words by Melanie Florence tells a story of a relationship between a little girl and her grandfather. The little girl helps her grandfather find his native language, Cree, again after he admits it was stolen from him when he was younger in a Canadian residential school.

18. [Crazy Horse's Vision by Joseph Bruchac](#)

- a. Crazy Horse's Vision by Joseph Bruchac tells the true story of a great Sioux warrior. When he was a young boy he went against his traditional customs to seek a vision to help save his people, Lakota Indians, against white settlers. Crazy Horse is one of the best known Native American heroes.

19. [Mommy, Momma and Me by Lesléa Newman](#)

- a. Mommy, Momma and Me by Lesléa Newman is a story about a toddler and its two moms. It shows the toddler spending the day playing and making memories with its two moms. It showcases the loving bond between two moms and their child creating a loving family.

20. [Prince & Knight by Daniel Haack](#)

- a. In the book Prince & Knight by Daniel Haack it tells the story of how a Prince and a Knight defeat a monster together. While the Prince and the Knight are battling the monster they end up falling in love with each other.

21. [My Brother Charlie by Denene Millner, Holly Robinson Peete, and Ryan](#)

[Elizabeth Peete](#)

- a. This book tells the story from a sister's point of view, Callie, and she is very proud of her brother Charlie. Callie talks about all of the things that Charlie is good at, and she also talks about how Charlie is different and sometimes communicates differently and has autism.

22. [King For A Day by Rukhsana Khan](#)

- a. A King For A Day by Rukhsana is a story about the Basant festival. During the festival there are feasts and parties to celebrate spring. This story follows Malik and what he is looking forward to the most during Basant to become the best kite fighter, the king of Basant.

23. [I Remember: Poems and Pictures of Heritage by Kwame Alexander](#)

- a. This story brings together fourteen different poets and sixteen illustrators to share their childhood experiences about growing up in the United States

of America. This book highlights the diversity of people who live in the USA.

24. [Gabriella's Song by Candace Fleming and Giselle Potter](#)

- a. Gabriella's Song by Candace Fleming and Giselle Potter tells the story of Gabriella who lives in Venice. No matter what Gabriella is doing, all she hears is music. Unknowingly, Gabriella shares her song with the whole town and inspires the people around her.

25. [Ohana Means Family by Ilima Loomis](#)

- a. Ohana Means Family celebrates the culture of Hawaiian's. This story follows a family, or ohana, as they prepare for a traditional luau celebration. This story is told in the style of *The House That Jack Built*.

**Games:**

**Board Games:**

1. [Passport to Culture](#)

- a. Passport to Culture is a board game that has players travel the globe while testing their knowledge of different cultures.

2. [I Never Forget a Face](#)

- a. I never forget a face is a memory game that features children from all around the world.

3. [Children of the World Matching Pairs](#)

- a. Children of the World Matching Pairs is another type of memory game that features children from diverse cultures and traditions.

4. [Children of the World floor puzzle](#)
  - a. This is a floor puzzle that is the shape of a circle. It features the Earth and then children from different cultures standing around the Earth.
5. [Hello From Around the World Cards](#)
  - a. These cards have colorful pictures, helpful pronunciation, and words of greetings from around the world. This is a way for students to get the chance to explore different languages from around the world.
6. [The Multicultural Game Book by Louise Orlando](#)
  - a. This book is filled with different types of traditional games from around the world. Each game provides instructions to go along with the game so that it can be replicated in the classroom.
7. [Mancala](#)
  - a. Mancala is a game that comes from Africa and Asia. This game is usually played on a wooden board with beads, stones, or glass pieces. However, children in Africa would play this game by scooping holes in the dirt to create a game board.

**Group Games:**

8. [Australia: Skippyroo Kangaroo](#)
  - a. Students form a circle and a teacher asks one student to go in the middle. The student in the middle is crouched and has their eyes closed. They are now Skippyroo. The other students begin to chant. The teacher will pick one student to tap the Skippyroo's shoulder and says "Guess who's caught

you just for fun?” Skippyroo tries to name the owner of the voice. If they guess right the students switch places.

9. [Chile: Corre, Corre la Guaraca](#)

- a. Players will sit in a circle while a runner jogs around the outer rim with a handkerchief. The player who is it drops the handkerchief on a player's back, without trying to be felt. If the person who is it makes it around the circle before the player realizes that it's on their back, the seated player is out. If the seated player notices they must tag the runner.

10. [China: 1, 2, 3 Dragon!](#)

- a. This is an active game. Players form a line with each player's hands on the shoulders in front of them. The first person in line is the Head, the last person is the Tail. The Tail yells “1, 2, 3 Dragon!” and the Head tries to catch the tail. The rest of the players must follow the Head's movements exactly while staying connected. If the line disconnects the dragon dies, if the Head catches the Tail the dragon lives.

11. [Equatorial Guinea, Zaire: Catching Stars](#)

- a. This game is similar to Ships Across the Ocean. The players are split into two groups. One big group (Stars), and one small group (Catchers). All the stars line up on one side of the field, the catchers spread out in the middle. The catchers say ““Star light, star bright, how many stars are out tonight?”” The Stars respond, “More than you can catch!” The Stars then try to run to the other side without being tagged, if a Star is tagged they are now a Catcher.

12. [Ghana: Pilolo](#)

- a. Designate a leader and a timekeeper, determine a finish line. The leader will secretly hide the pennies while the others have their eyes closed/backs turned. The timekeeper waits at the finish line and is the judge of who is first. When the leader says “Pilolo” (which means time to search) the timekeeper starts the watch and the players race to be the first to find a penny and cross the finish line.

13. [Greece: Agalmata! \(Statues\)](#)

- a. This is a game that is similar to freeze tag. However, the players freeze like frozen statues. Greece has a lot of famous marble statues around so children are used to seeing different poses that they can mimic. They can mimic any statue they have seen whether in real life, pictures, or on the television. Players can also find objects to help them make the statue more realistic.

14. [Greece: Hoops](#)

- a. You need two teams to play this game. It is best played with at least five people on each team. The two teams each select one player to be the Roller. The Roller will stand at the starting line with a hula hoop. The rest will be on the side with small balls/bean bags. The Roller rolls the hula hoop past the people on their team, and they try to get as many balls through the hoop as possible without touching the hula hoop. The team who gets the most through the hula hoop wins.

15. [Israel: Go-Go-Im](#)

- a. Players have go-go's (which are smooth pits, you can also use acorns or small stones). You will want to have boxes with six different size holes that vary in size and the smallest hole is a little bigger than the object being thrown. Each hole is given a point value with the most points going to the smallest hole (1, 2, 5, 10, 50, and 100). Then students try to throw the pit/object into the other players box.

16. [Italy: Palm Ball](#)

- a. You need a ball and a piece of chalk for this game. Make a rectangle on the ground with chalk, draw a line through the center. Each player stands on their side of the box. One player starts by serving the ball into the other person's box. That player must send the ball back by hitting it. You can not hold the ball, you can only hit it back into the box. The ball can only bounce in your box twice before making it to the other side.

17. [Pakistan: Ounch Neech](#)

- a. This game begins with one child being it. They choose either punch (up) or neech (down). Whatever they choose is not safe, and runners can be tagged unless they are on the opposite of what is called. For example, if a player chooses neech, the ground is not safe, players who were up on a rock or a stump, or a playground would be safe. All the players on the ground would be running away trying not to be tagged.

18. [Sumatra: Semut, Orang, Gajah](#)

- a. This game is similar to rock, paper, scissors. However, the three signs are: Pinky out is “ant” (semut), pointer finger out is “man” (orang, and thumb out is “elephant” (gajah). The elephant beats man, man defeats the ant, and the ant beats the elephant because it can crawl into the elephant’s ear, bite it and drive it crazy. Two out of three wins.

**Technology:**

**Virtual Field Trips**

1. [The Louvre](#) Paris, France
2. [Great Wall of China](#)
3. [The Tomb of Queen Meresankh III](#) - Ancient Egypt (5,000 year old tomb)
4. Neuschwanstein Castle - Germany ([Outside of the castle](#), [Inside of the castle](#))
5. [Museo Frida Kahlo](#) - Mexico City, Mexico ([Aztec Calendar](#))
6. [South African National Gallery](#)
7. [State Russian Museum](#) - St. Petersburg
8. [Museum of Islamic Art](#) - Qatar
9. [Thailand](#) Virtual Tour
10. [Virtual Field Trip](#)- this website provides so many different countries and places to explore
11. [The White House](#) Washington D.C., USA
12. [Statue of Liberty](#) New York, USA
13. [The Vasa Museum](#) Stockholm, Sweden
14. [Singapore](#)

**Community:**

1. Mystery Readers
2. Career Day
3. Book Drive
4. Toy Drive
5. Invite essential workers into the classroom like police officers, firefighters, paramedics

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