

# **Annotated Bibliography of Diversity and Multicultural Materials for ABE**

**Materials for use in the classroom  
and resources for teachers and  
administrators.**

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member of the SABES West Diversity Advisory Group.***

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# **Annotated Bibliography of Diversity and Multicultural Resources for ABE**

## **Introduction**

This bibliography was compiled to address a need for materials and resources to assist ABE educators in addressing the issues of diversity and multiculturalism in the ABE classroom. Doing so provides a richer, more rewarding learning process than can be accomplished by using traditional, mainstream resources.

Members of underprivileged groups in the American society are disproportionately represented in the ABE classroom. For this reason and because of low literacy skills, many suffer from low self-esteem. Educational psychologists and researchers have found that there is a high correlation between low self-esteem and low academic achievement. When the curriculum reflects the cultures and respects the experiences of adult learners, they begin to value self and are empowered to learn by a boost in self-esteem.

In addition to valuing self, using multicultural resources will enable ABE learners to become familiar with cultures other than their own. This will develop a sense of respect and appreciation of other cultures and foster needed skills to function in a multicultural society. Furthermore, highly functioning adults must learn to identify and understand the effects of socialized prejudice and discrimination that they face. Their negative experiences can be legitimized and replaced with strategies to overcome barriers created by society.

Along with culturally appropriate staffing and programming, the resources in this list can assist in making the ABE classroom a place where learners from all ethnic and socioeconomic groups can succeed academically.

This bibliography contains materials that can be used directly with learners (both print and video) as well as those that provide background information and theory for teachers and administrators.

By no means is this collection exhaustive. The resources available on issues relating to diversity and multiculturalism are vast. The challenge is to find materials that can be used in the ABE classroom and are useful for teachers and administrators. Our hope is that you will find something in these pages that will enhance the learning in your classrooms and assist your organization in becoming more holistic in its approach to diversity and multicultural issues.

## Classroom Resources

### Series

American Expressions: eight books that present short stories and letters from different cultures. Titles include *Family, Explorations, Friends, Struggles, Our World, The Quest, Justice* and *Changes*. Globe Fearon, NJ.

At Issue: a series that provides access to a variety of social issues. Stimulates readers to discuss controversial issues such as gay rights, gay marriage, women in the military, people with disabilities, hate crimes, Native American rights, anti-Semitism, affirmative action, and immigration policy. Greenhaven Press, Inc., CA.

Freedom Fighters: five biographies by author Mark Falstein about people who fought for civil and worker's rights. Caesar Chavez, Fannie Lou Hamer, Martin Luther King, Jr., Malcolm X, and Nelson Mandela are profiled. Globe Fearon, NJ.

Gatehouse Books: volumes written by adult learners who are developing reading and writing skills. Ideas and experiences are interesting for any reader but especially relevant for adult learners. Grass Roots Press (Canada) or [www.literacyservices.com](http://www.literacyservices.com).

History Firsthand: a series that explores major events in world history through eyewitness accounts. Personal anecdotes give readers an understanding of how people from different backgrounds interpret their experiences. Includes introductory essays and a chronology of significant historical events and a bibliography and index to aid further research. Titles include: *The Civil War: The North; The Civil War: The South; The Holocaust; Slavery; Vietnam, Japanese Internment Camps* and others. Greenhaven Press, Inc., CA.

Hopes and Dreams: two series of stories from author Tana Reiff. One series is intended for lower level readers and the other for higher-level readers. Immigration and Diaspora experiences from diverse communities are featured. This series is a popular choice of ABE learners for independent reading. Included are stories from Salvadorans, Cubans, Poles, Eastern European Jews, Jamaicans, Norwegians, Filipinos, Chinese, Arabs, Germans, Koreans, Mexicans, Indians (from India), Africans, Puerto Ricans, Vietnamese, and Greeks. (Note: the lower level readers are used for all students because of the content and critical thinking exercises at the end of the chapters.) Fearon/Janus/Quercus, CA.

Life Stories: contemporary stories based on Biblical themes. Main characters face dilemmas and find satisfying solutions. Characters are from different cultural backgrounds. Some tapes available. Peppercorn Books and Press, NC.

Multicultural Series: titles under four topics 1) Working Together; *Earthquake, Building a Dream, Save the Everglades, All for the Better, Walking for Freedom* 2) Against All Odds; *Never Turn Back, Osceola, Tales from the Underground Railroad, The Gold Rush, The Mountain Man & the President,* 3) Personal Challenges; *Colorado's Gold Quest, A Matter of Conscience, To Fly with the Swallows, The Tenement Writer, When Justice Failed, A Place Called Heartbreak* 4) Stand Up And Be Counted; *Glorious Days, Dreadful Days; These Lands Are Ours, They Shall Be Heard, We Want Jobs, Days of Courage, La Causa.* Each book has an epilogue and notes that explain major social and historical topics mentioned in the story. Steck Vaughn Publishers, TX.

Multicultural Adventure Series: sports stories, detective stories, mysteries, adventure stories and thrillers. Rated by reading levels. Comprehension exercises also available. Steck Vaughn Publishers, TX.

New Readers Press: books about the Civil Rights Movement and some of the Black Americans who played a major role in American history. Titles include: *Famous Black Americans, Profiles of Black Americans, Eyes on the Prize, The Civil Rights Years, and Black Crusaders for Freedom.* New Readers Press, NY.

New Writers Voices: anthologies written by talented adult learners in ABE and ESOL classes. Some are written by learners who are incarcerated or living with AIDS. Stories, poems and true-life experiences are told about health, home and family, love, work, facing challenges, and life in foreign countries. Some are accompanied by the book on tape. Literacy Volunteers of NYC, NY.

Oakland Readers: stories told by students in the Oakland, CA library literacy program. These adult learners are rooted in poverty and racism and the stories cover these issues with personal deep feelings. Geared toward first, second and third level readers. Second Start Literacy Program, CA.

Open Door: books written about Christians of different nationalities. Scripture readings taken from the *Everyday Bible.* Accompanying books on tape available. Open Door Publishers, MI.

Opposing Viewpoints: a series that provides access to a wide variety of opinions while stimulating learners to discuss controversial issues. Each reading has brief introductions and questions to consider while reading. Topics include discrimination, feminism, race relations, interracial America, social justice homosexuality, hate groups, and culture wars. Greenhaven Press, CA.

Our Lives: stories written by immigrant women about their life struggles. Recommended for beginning readers. Titles include: *So Many Things I Could Have Written*, by Aha Mohammed, *From Sound to Silence* by Rashida Abedi, *Standing on My Own Two Feet* by Trazia Zaman and *From East to West* by Linh Hoa. Friends of the Language Scheme Book Group, London, England. Available from Peppercorn Books & Press, NC.

Quercus: biographies from America history including Amelia Earhart, Phyllis Wheatley, Harriet Tubman, Earl Warren, Cesar Chavez, Osceola, Jackie Robinson, and others. Quercus Publishers, CA.

Religions of the World: works by various authors that examine the major religions of the world, their origins, changes, practices and beliefs. Each volume includes a glossary, a list of related organizations, a list of further readings. Titles include: *Buddhism, Confucianism, Hinduism, Islam, Shinto*. Lucent Books, CA.

Writers' Voices: a whole language series of books offering selections from of America's best know writers. Background information, maps, glossaries, questions for discussion, and related activities are included. Authors include Alex Haley, Amy Tan, Rudolpho Anaya, Judith Krantz, Maya Angelou, Abigail Van Buren, Langston Hughes, ntozske shange, Arthur Miller, Spike Lee & Stephen King. Literacy Volunteers of New York City, NY.

## Anthologies

African American Poetry: poems by some of the most vibrant African American poets. A few include Langston Hughes, Paul Lawrence Dunbar, Gwendolyn Brooks, and Sonia Sanchez. Globe Publishing, NJ.

Amazing American Women: forty fascinating 5 minute readings (higher level). Questions for discussion and references for further reading included. Each unit has a different theme with questions to encourage discussion about the reader's thoughts and feelings about the poems. A glossary and short biographies of each poet are included. Teacher Ideas Press, NY.

Capstone Biographies: African American, Hispanic, and Native American women scientists includes a glossary of terms. Capstone Publishers.

First Impressions: two volumes filled with original writings by literacy students. First Volume describes experiences about being a non-reader, and becoming a learner. Second volume covers a spectrum of experiences from learners' work, family, and community. New Readers Press, NY.

Prime Time Library: seven short stories of little known and famous Americans. Booker T. Washington and Irving Berlin are included with Lewis Hines who took pictures of working children that started the call for fair labor standards and some unfamiliar Black cowboys. Essential Learning Products, OH.

Latino Poetry: a collection of poems conveying viewpoints of Mexican, Caribbean, and South American poets. Authors include Gary Soto, Pat Mora, Martin Espada and Victor Cruz. A short biography of each poet is included and a glossary of terms. Questions for discussion also included. Globe Publishing, NJ.

Multicultural Biographies: short engaging biographies profiling contemporary men and women who share a cultural background from the African American, Latino, Asian American and Native American cultures. Teacher's manual available. Globe Fearon Publishers, NJ.

Multicultural Literature Collection: short, authentic collections with pre and post reading activities to explore cultural values and inspire critical thinking. Teacher's manual available. Globe Fearon Publishers, NJ.

Multicultural Milestones: compelling and seldom-told stories of women, African Americans, Native Americans, European immigrants, and Asian Americans who helped shape American history. Globe Fearon Publishers, NJ.

Myths and Stories from the Americas: twenty-three tales from North America, the Caribbean, Central and South America. Globe Fearon Publishers, NJ.

New Reader's Stories: titles about the Civil Rights Movement including *Let Nobody Turn Me Round*, *The Freedom Side*, and *Last Chance for Freedom*. New Readers Press, NY.

Stories for Parents: issues explored include building children's self esteem, coping with stress and anger, and improving family communication. Stories encourage parents to discuss similar problems and rewards of being a parent in today's world. Contemporary Books, IL.

Tapestry: authentic stories from Native Americans, African Americans, European immigrants, Latinos and Asian Americans. Includes poetry, drama, short stories and non-fiction. Teacher's manual available. Globe Fearon Publishers, NJ.

The Right to Dream: a collection of poems by adult learners in New Hampshire. Process of collecting the stories described by the editor as "like a barn raising or a quilting bee...celebrates and commemorates the community whose many hands created it." New Hampshire Council on Literacy, NH.

Today's World: stories about family, work, and community issues. Teacher's guides and read along tapes available. New Readers Press, NY.

Who Am I?: women's writing includes poetry, humorous anecdotes, and painfully honest accounts of survival against the odds. Some tapes available. Grass Roots Press (Canada) available at [www.literacyservices.com](http://www.literacyservices.com).

World Myths and Legends: two volumes each including legends from well-known and rarely known cultures. Learners gain an appreciation of the unifying elements of the human experience. Historical and cultural introductions to each story and comprehension and critical thinking activities included. Curriculum guide also available. Globe Fearon Publishers, NJ.

World Tapestries: stories raises learners' awareness of different cultures. Inspires questions and discussions about learners' own lifelong understanding within a diverse world. Authors from Canada, Croatia, Nicaragua, Columbia, Chile, China, South Africa and Vietnam write short stories, poetry, drama, essays and biographies. Globe Fearon Publishers, NJ.

Writers' Voices: selected readings from contemporary American plays for new readers. Playwrights include Neil Simon, Jules Feiffer, ntozake shange, Marsha Norman, August Wilson, Horton Foote and Alfred Unry. Literacy Volunteers of New York City, NY.

## Additional Classroom Resources

Bigelow, B. and Peterson, B. editors. ReThinking Globalization: Teaching for Justice in an Unjust World. ReThinking Schools, WI. 2002.

This collection of stories, photos, essays, poems and more focus on globalization, world trade, poverty, corporate greed. There are lessons included that can be adapted for various ABE populations. Examples of chapter headings include: “Kids for Sale: Child Labor in the Global Economy” and “Culture, Consumption and the Environment.”

Cisneros, Sandra. The House on Mango Street. Vintage Contemporaries, NY. 1991.

This volume contains a series of short, vignettes about a young Latino girl, growing up in Chicago. Many of the sections can stand alone and be used in a lesson without needing to read the whole book

Cohen, S. Kocur, Z. editors. Contemporary Art and Multicultural Education. Routledge, NY. 1996.

This resource can be used for GED-level classes. In addition to sections on the importance of art in the curriculum and on the artists themselves, there are forty-three lesson plans focusing on “American Identity,” “Recasting the Family,” “AIDS and Its Representation,” “The War in Vietnam/The War at Home,” and “Art in the Public Realm.” Some of these lessons can be adapted for other levels of ABE and they also give ideas of how to effectively incorporate art into the classroom.

Glasser, R. Aqui Me Quedo: Puerto Ricans in CT. CT Humanities Council, CT. 1997.

The author compiles oral histories and photographs of the migration and struggles of Puerto Ricans who migrated from the island to CT. Narratives span the period from 1844 to the twentieth century. An interdisciplinary teacher’s guide is also available.

Lessons from the Holocaust: Educators' Resource Toolkit. Center for Literacy Studies, The University of Tennessee, Knoxville. 1998. (Available from Peppercorn Books and Press, Inc., PO Box 693, Snow Camp, NC 27349.)

This toolkit contains a wealth of teaching materials about the Holocaust, geared specifically towards an adult education population. In addition to lessons, there are sections that help guide teachers through issues that may come up while discussing this topic. Lessons cover reading, writing, video, math and more.

Nash, A. & Wright, P. A Curriculum Packet about Immigration-Related Job Discrimination. Massachusetts Immigrant and Refugee Coalition, 1991.

The curriculum focuses on immigration law and its impact on foreign-born workers in the workplace, but it also gives students the opportunity to discuss their work experiences – in the U.S. as well as in their home countries – in a broader context. The curriculum plans also allow for ample opportunity to discuss workers' rights and general discrimination on the job. The curricular plans are organized in such a way that beginning as well as advanced ESOL students can work with the same material. (annotation from Julieann Rapoport, 1998)

Sapphire. PUSH. Vintage Books, NY. 1997.

This novel is about a young, black woman struggling with issues of literacy. It's intense but may be used in GED level classes and contains a lot of issues to stimulate discussion. The language, written as spoken by the main character, may be difficult for some ABE learners to understand.

Williams, L. J. Media Portrayals of Diversity: Reality or Mythology? A Mini-course expanding antiracist repertoires. Racial Justice Connection, Inc., MA. 1998.

Although this is intended to be a guide for trainers, there are many materials that can be used in the classroom. It is laid out as a three-session workshop on media and diversity, specifically for adult educators.

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*Note: The following resources are all compilations of writings that deal with issues of diversity or multiculturalism. All of them are geared towards a GED level or higher audience. It is possible, in some cases, to use excerpts of some of the writings to use with lower reading level populations. The first two texts listed contain accompanying lessons or questions while the others are simply compilations of readings.*

Brooks, E. & Fox, L. Making Peace: A Reading/Writing/Thinking Text on Global Community. St. Martin's Press, NY. 1995.

Chapter headings include: "The State of the World," "Men and Women," "Cross-cultural encounters," and more.

Divakaruni, C. B. Multitude: Cross-Cultural Readings for Writers. McGraw-Hill, Inc., NY. 1993.

Chapter headings include: "What we hold within," "Places we call home," "How we learn," and more.

Anzaldua, G., editor. Making Face, Making Soul: Creative and Critical Perspectives by Women of Color. Aunte Lute Foundation Books, CA. 1990.

Chapter headings include: "Still Trembles Our Rage in the Face of Racism," "In Silence Giving Tongue," "If You Would Be My Ally," and more.

Brown, W. & Ling, A. editors. Imagining America: Stories from the Promised Land: A Multicultural Anthology of American Fiction. Persea Books, Inc., NY. 1991.

Chapter headings include: "Arriving," "Belonging," "Crossings," and "Remembering,"

Kadi, J, editor. Food for Our Grandmothers: Writings by Arab-American and Arab-Canadian Feminists. South End Press, Inc., NY. 1994.

This is a collection of essays, poems, and recipes from North-American Arab feminists that gives honor to the strength and resiliency of Arab women and their ancestors.

## Teacher/Administrator Resources

Adams, M. Bell, L, & Griffin, P. eds. Teaching for Diversity and Social Justice: A Sourcebook for Teachers & Trainers, Routledge Publishing, NY.

An excellent resource for professional development, this compilation of classroom and workshop activities promotes communication and understanding between members of diverse and unequal social groups.

Adams, M. et al, eds. Readings for Diversity and Social Justice. Routledge Publishing, NY. 2000.

This anthology contains readings on the topics of racism, sexism, classism, antisemitism, heterosexism and ableism. The reading level is high. Some materials may be used with or adapted for GED classes.

American Friends Service Committee. Echando Raices/Taking Root: Immigrant and Refugee Communities in California, Texas and Iowa. AFSC, PA. 2002. (Video) Nash, Andrea et al. Echando Raices/Taking Root: Immigrant and Refugee Communities in California, Texas and Iowa – Discussion Guide. AFSC, PA. 2002. (Discussion Guide) (Available at [www.takingroot.org](http://www.takingroot.org) or [www.twn.org](http://www.twn.org))

The video contains stories and reflections from immigrants and refugees. It is available in both Spanish and English. The discussion guide includes ideas for using the material in ABE settings.

Andersen, M. L. & Collins, P. Race, Class and Gender: An Anthology. Wadsworth/Thomson Learning, CA. 2001.

The essays contained in this volume are helpful for teachers and others wishing to engage in thought provoking reading on race, class and gender.

Anti-Racist Education and the Adult Learner: A Handbook for Educators in Adult and Continuing Education Programs. Toronto Board of Education, Canada. (no date).

This handbook is aimed primarily at teachers and staff of ABE programs. Some portions are intended to be used in class. It is written mainly for students with English language proficiency and intermediate to advanced reading levels.

Ayers, W., Hunt, J., & Quinn, T. Teaching for Social Justice. The New Press & Teacher's College Press, NY. 1998.

This book contains chapter length articles and brief statements from educators and activists that address literacy, race, gender, class and sexuality. Authors are from secondary schools, adult education, universities and community writing groups. Most importantly they show how change can be achieved by ordinary people in everyday actions.

Banks, J. & Banks, C. Handbook of Research on Multicultural Education. Jossey-Bass, CA. 2001.

This handbook is a resource covering major theory and research over the past 30 years. Writings by scholars, theorists, and practitioners offer research and essays in the field of educational equity for all students.

Bigelow, Bill and Bob Peterson, editors. ReThinking Columbus: The Next 500 years. ReThinking Schools, WI. 1998.

Review from the back cover of the book: “ReThinking Columbus will change the way you view Columbus and those who followed. More than that, it will change how you view history in general.” This volume contains information for teachers as well as poems and writings that can be used in lesson plans.

Bigelow, Bill et al, editors. ReThinking Our Classrooms: Teaching for Equity and Justice. ReThinking Schools, WI. 1994.

This book contains information for teachers (for example, “Taking Multicultural Anti-racist Education Seriously”), as well as a section on “Teaching Ideas” that contains materials ready to be used in the classroom. There are also extensive resource lists.

Bigelow, Bill et al., editors. ReThinking Our Classrooms: Teaching for Equity and Justice, Volume 2. ReThinking Schools, WI. 2001.

Lesson plans, curriculum ideas, articles and resources dealing with diversity and multiculturalism for K-12 are contained in this book. Many are able to be used in ABE.

Braus, N. and Geidel, M. Everyone's Kids' Books: A Guide to Multicultural, Socially Conscious Books for Children. Everyone's Books, VT. 2000.

This is a good resource for family literacy programs or for anyone interested in children's books. It contains 187 pages of annotations on both children's books and resources for parents and educators.

Brisk, M. & Harrington, M. Literacy & Bilingualism: A Handbook for All Teachers. Lawrence Erlbaum Associates, NJ. 1999.

This handbook is useful for teachers at every grade level. It offers techniques for teaching literacy to bilingual students. Teachers will expand their understanding of literacy and bilingualism, learn to implement field-tested approaches, assess student progress and learn through reflection. The instructions are straightforward and the case studies are interesting.

Celebrating Diversity, Personal Development Curriculum Public Private Ventures, PA. 1991.

This curriculum was developed for young adults in GED programs but can be adapted for other levels and ages. It includes learning activities to understand the dynamics of prejudice and discrimination; sharing experiences through group discussion; identifying with groups and increased awareness of how others feel who face different acts of oppression.

Chavez, R. & O'Donnell, J. eds. Speaking the Unpleasant. State University of NY Press, NY. 1998.

The authors of this book address many aspects of multicultural education including culture, ethnicity, race, class, gender and sexual orientation. It discusses how ignoring the problems of oppression manifest themselves in educational contexts.

Christensen, Linda. Reading, Writing and Rising Up: Teaching About Social Justice and the Power of the Written Word. ReThinking Schools, WI. 2000.

In this publication from ReThinking Schools, the author shares lesson ideas, including activity sheets on a wide range of topics. Chapters include, "Building Community Out of Chaos," "Unlearning the Myths that Bind Us," "Writing the Word and the World," "The Politics of Language," "Poetry," "Immigration" and "Portfolios."

Cushner, K., Human Diversity in Action: Developing Multicultural Competencies for the Classroom. McGraw-Hill, NY. 1999.

This is a set of hands-on exercises in a workbook form including self-examination and reflection exercises, informational readings, and strategies to modify curriculum and instruction.

Cushner, K., McClelland, A., Safford, P.L. & Safford, P. Human Diversity in Education: An Integrative Approach McGraw-Hill, NY. 2002

This text prepares future and veteran teachers for the widening diversity of students that they are certain to meet in today's classrooms. It assumes that teachers must learn to incorporate issues of diversity in their teaching and interaction with students and parents. Case studies and critical incidents are used to examine major concepts related to diversity.

Derman-Sparks, L., Hilliard, A.G., & Phillips, C. Teaching/Learning Anti-Racism: A Developmental Approach. Teacher's College Press, NY. 1997.

These authors have vast experience in teaching anti-racism to adults. This guide can be used for the development of anti-racist identity, awareness, and behavior. It is a combination of a curriculum guide with student writings to show the students' learning from pro-racist consciousness to anti-racism activism.

Delpit, L. Other People's Children. The New Press, NY. 1995.

This author defends the right of minority children to have access to the same education provided for mainstream, middle, and upper class children. It gives teachers the opportunity to set the same academic standards for children regardless of ethnicity, gender, and socio-economic class.

Delpit, L. & Dowdy, J. The Skin That We Speak. New Press, NY. 2002.

This book offers a discussion of language beyond the "English only" debate. It portrays the many "Englishes" or dialects spoken in today's classrooms by different races, classes and ethnicities. The authors suggest that many students are written off because they do not speak formal English, which determines their educational fates.

Drucker, J. and Schulweis. Lesbian and Gay Families Speak Out: Understanding the Joys and Challenges of Diverse Family Life. Perseus Publishing, MA. 2001.

These authors offer 24 stories featuring information about issues faced by families whose members include gay and lesbian people.

Ginsberg, M., & Wlodkowski, R. Creating Highly Motivating Classrooms for All Students: A School Wide Approach to Powerful Teaching With Diverse Learners. Jossey-Bass, CA. 2000.

These authors believe that the role of teachers is to encourage, elicit, and support a desire to learn. This is a practical guide to teaching students of different cultures and ethnic backgrounds. This resource provides the tools needed to develop, implement, and maintain a culturally responsive system of teaching in any classroom or school. They present practical strategies for applying The Motivational Framework for Culturally Responsive Teaching. The authors develop numerous ideas to inspire creativity and build skills that respect the unique qualities of any classroom or school by using case studies, sample lessons, and field-tested activities.

Herbst, Philip. The Color of Words: An Encyclopaedic Dictionary of Ethnic Bias in the United States. Intercultural Press, ME. 1997.

This dictionary contains over 200 pages of biased language, giving meanings and the history of each word or phrase. It's a useful tool to have when talking about diversity and multiculturalism in the ABE classroom.

Hooks, B. Teaching to Transgress: Education As the Practice of Freedom. Routledge Publishing, NY. 1994.

This book challenges educators to become aware of how they can be ever vigilant of the ways that they communicate power in the classroom. This is a collection of essays about teaching in diverse classrooms. The author states that teaching fails students when it refuses to acknowledge their cultures.

Howard, G. We Can't Teach What We Don't Know. Teachers College Press, NY. 1999.

Mr. Howard examines how white people think about race and his own learning as a white teacher in a multicultural classroom. He describes the change and vision that must take place in order for white teachers to be successful in a pluralistic society.

Hu-Pei Au, K. Literacy in Multicultural Settings. Wadsworth Publishing, KY. 1997.

This book addresses issues relating to students who have been educationally, politically, and socially marginalized in American Society. The author boldly gives voice to views that are desperately overlooked in education and education reform.

Ladson-Billings, G. Crossing Over to Canaan. Jossey-Bass. CA. 2001.

This is a real life account of eight novice teachers' participation in a teacher education program called *Teach for Diversity*. The author, an African American teacher working in Philadelphia schools, uses her own experience to provide a model for teaching that focuses on academic achievement, cultural competence, and socio-political consciousness.

Lee, E. & Menkart, M. & Okazawa-Rey editors. Beyond Heroes and Holidays subtitled: *A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development* Network of Educators on the Americas, Washington, DC. 1998.

This guide is a thoughtful and thorough resource for any educator. It includes articles, workshop handouts, poetry, visuals, graphs, charts, and a resource guide that includes print, audio-visual, and internet resources. There are lessons for the classroom and suggestions for ways to expand upon the often, superficial ways marginalized histories are inserted into the curriculum.

Loewen, James W. Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong. Touchstone, NY. 1995.

This book, meant for teachers, looks at various historical events, how these events were taught and the myths that were perpetuated by this teaching.

Martin, Rachel and Tatiana Schreiber. Other Colors: Stories of Women Immigrants, A Teachers' Guide and Cassette. (Other Colors, 3532 Westminster West Road, Putney, Vermont 05346; [www.othercolors.net](http://www.othercolors.net))

This package of resources allows students to listen to interviews of immigrant women and teachers to create lesson plans to go along with the interviews.

Mathias, B. & French, M. 40 Ways to Raise a Non-Racist Child. Harper Perennial, NY. 1996.

This book was written by a Black woman and a White woman after they discovered that most parenting books don't even mention racism. A few chapters invite the readers to engage in personal history and self-reflection regarding prejudice and racism. This material is primarily valuable as a resource for staff development.

Nash, Andy, editor. Civic Participation and Community Action Sourcebook: A Resource for Adult Educators. New England Literacy Resource Center, MA. 1999.

No discussion about community can take place without touching upon issues of diversity and multiculturalism and that's exactly what happens in this resource. Designed by and for adult basic education practitioners, chapters include, among others, "Prejudice in a small town," "Immigrant students advocate for Adult Education," and "Light in Montana: How one town said no to hate."

Nieto, S. Affirming Diversity: The Sociopolitical Context of Multicultural Education. Addison-Wesley, MA. 1999.

This is an excellent book for educators as well as parents. The case studies portray the experience of being a minority in a majority culture with emphasis on children whose first language is not English.

Nieto, S. The Light in Their Eyes: Creating Multicultural Learning Communities. Teacher's College Press, NY. 1999.

In this book the author details what it takes to teach in a multicultural classroom. She describes learning as a reciprocal process between students and teachers, and students as teachers. She uses narratives, and her own experience as an educator in poor, urban areas.

Oakes, J., Lipton, M. Teaching to Change the World. McGraw-Hill, NY. 2002.

Ms. Oakes, a leading education researcher and director of the UCLA teacher education program and Mr. Lipton, an education writer and public school teacher have collaborated to produce a Critic's Choice Award winning book that emphasizes a student-centered approach to teaching. It advocates the examination of every aspect of schooling to maximize the effectiveness of learning. The text infuses issues of diversity throughout. Central to the book is the belief that schools can and must be places of extraordinary quality and institutions for social justice.

Paley, V. White Teacher. Harvard University Press, MA. 2001.

Ms. Paley documents her professional development during her career as a white teacher of black students. She uses anecdotes to portray her mistakes, barriers and learning. Her reflections show how simple language can send unintended, yet hurtful messages to students from a different culture.

Payne, R. Framework for Understanding Poverty. aha! Process Inc., TX. 2001.

This is Dr. Payne's first book, written for teachers to educate them about the differences that separate economic classes. She discusses the social cues or "hidden rules" that influence how we think and interact in society and the significance of those rules in the middle class mindset classroom. She also examines why students from generational poverty often fear being educated. Strategies and resources for intervention for these students are offered.

Powell, R. Straight Talk: Growing as Multicultural Educators. Peter Lang Publishing, NY. 2001

The author shares his experience while becoming an effective educator in a diverse society. He says that it is a process of personal growth and introspection. It is a unique text in that it engages readers in reflecting about their own taken-for-granted assumptions about human differences. Readers are encouraged to think about their personal journeys and the ways in which their cultural experiences have shaped who they are, both as individuals and as educators. Practical information on implementing equitable school practices is embedded within a larger philosophical framework that explores social forces such as white privilege, socioeconomic stratification, and cultural domination.

Peregoy, S. & Boyle, O. Reading, Writing and Learning in ESL: A Resource Book for K-12 Teachers. Addison-Wesley, MA. 2000.

This book focuses on information relating to second language acquisition, literacy development, and cultural issues. Teaching strategies and activities from "best practices" are included.

Singleton, D. & Lengyel, Z. Multilingual Matters. Multilingual Matters Publishing, England. 2001.

These authors have edited a book that includes six papers written for presentation at conferences. They challenge the notion that learning a second language is necessarily done more efficiently at an early age. The publisher, Multilingual Matters, offers many other books on issues involving multilingualism.

Takaki, Ronald. A Different Mirror: A History of Multicultural America. Little, Brown and Company, NY. 1993.

This presents history with a view that incorporates multicultural perspectives.

Tatum, Beverly Daniel. “Why Are All the Black Kids Sitting Together in the Cafeteria?” And Other Conversations about Race. Basic Books, NY. 1997.

This book looks at how race works in America, racial identity, the role of education in race relations and other topics relating to race. It is insightful and thought-provoking.

Zinn, Howard. A People’s History of the United States 1492-present. HarperCollins Publishers, NY. 1999.

This classic resource provides an analysis of history from the point of view of people who lived it.

## Videos

The following list of videos was created by Vicky Nunez and other members of the SABES West Diversity Advisory Group. Where possible, we have listed director and/or ordering information. This list is by no means comprehensive. Please look at the website for “Viewing Race” which contains a lengthy listing of videos dealing with a variety of diversity and multicultural issues, complete with descriptions ([www.viewingrace.org](http://www.viewingrace.org)).

Blue-eyed, Director: Bertram Verhagg

Color Adjustment, Director: Marlon Riggs

The Color of Fear, Director: Lee Mun Wah

The Double Life of Ernesto Gomez Gomez

Eyes on the Prize

I Like it Like That, Director: Darnell Martin

Malcolm X, Director: Spike Lee

Mi Familia, Director: Gregory Nava

Palante Siempre Palante, The Young Lords, Director: Iris Morales. Latino Educational Network Service, PO Box 250073, NY, NY 10025, or [palantesi@aol.com](mailto:palantesi@aol.com)

Puerto Rican Passages, Director: Frank Borres, CT Humanities Council & CT Public TV, 1995. (The Mattatuck Museum, Attn: Ruth Glasser, 144 W. Main St. Waterbury, CT 06702)

Tongues Untied, Director: Marlon Riggs

## Other Resources

For resources relating to diversity that can be borrowed by SABES West, see [www.sabeswest.org](http://www.sabeswest.org), and the bibliography included in the appendices at the end of this publication.

For resources relating to diversity issues for Massachusetts ABE licensure, see [www.sabes.org/license/standards/b1.htm](http://www.sabes.org/license/standards/b1.htm) (and also b2.htm, b3.htm, b4.htm and b5.htm).

“Field Notes”, published by World Education, Inc., has two back issues that deal specifically with issues of diversity. These were published when “Field Notes” was called “Bright Ideas.”

Winter 2000: Gay, Lesbian, Bisexual, Transgender Issues in Adult Basic Education.

Winter 1996: Cover Article: “Diversity Under Our Noses, In Our Skin.” ([www.sabes.org/resources/fieldnotes/index.htm](http://www.sabes.org/resources/fieldnotes/index.htm))

“The Change Agent” published by the New England Literacy Resource Center, also has published editions that contain articles dealing with issues of diversity. Below are two examples:

September 2000, Issue 11: “Immigration: Experiences, Opinions & Facts”

February 1999, Issue 8: “Working Across Differences”

([www.nelrc.org/changeagent/](http://www.nelrc.org/changeagent/))

Focus on Basics published by World Education and the National Center for the Study of Adult Learning and Literacy, published an issue on “isms.” (Volume 6, Issue B, February 2003). Contact: [FOB@worlded.org](mailto:FOB@worlded.org).

ReThinking Schools publishes a low-cost quarterly newspaper that contains articles often dealing with issues related to diversity.

([www.rethinkingschools.org](http://www.rethinkingschools.org))

The Southern Poverty Law Center publishes a free quarterly magazine, “Teaching Tolerance,” and also provides free teaching packages to programs. See ([www.teachingtolerance.org](http://www.teachingtolerance.org)). Examples of free teaching packages include: “The Shadow of Hate,” “A Place at the Table: Struggles for Equality in Education,” “America’s Civil Rights Movement,” “Mighty Times: The Legacy of Rosa Parks.” Packages include videos, teachers’ guide and lesson plans that can be used in or adapted for ABE classrooms.

# **APPENDICES**

These following pages were taken from the National Center for Literacy Education site. They contain a wealth of web links and NCLE Resources relating to multicultural issues. ([www.cal.org/ncle/multicultures.htm](http://www.cal.org/ncle/multicultures.htm))

# Online Resources for Promoting Cultural Understanding in the Adult ESL Classroom

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NCLE has compiled the following list of links to resources that teachers can consult as they seek to promote cultural understanding, tolerance, and cross-cultural communication in their adult ESL classrooms.

A number of materials and collections on teaching tolerance, cultural understanding, dealing with trauma, etc. emerged in the aftermath of the tragedies of September 11, 2001. While we do not want to focus solely on the issues, emotions, and cultural perspectives that have been most immediately connected to those events, we do recognize their broader relevance and have therefore included some resources connected to them.

We have also included some good resources developed for children that, with some modifications, can be used with adults.

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## NCLE Resources

[\*Adult ESL Learners: Learning from the Australian Perspective\*](#) (ERIC Q & A, 1998)

Looks at Australia's efforts to accommodate English language learners.

[\*Critical Literacy for Adult English Language Learners\*](#) (ERIC Digest, 1999)

Provides background and ideas to help learners look at issues of power, perspective, and message in language and literacy use.

[\*Cross-Cultural Issues in Adult ESL Literacy Classrooms\*](#) (ERIC Digest, 1993)

Identifies some of the cultural factors that can influence learner and teacher behavior.

[\*Myths About Language Diversity and Literacy in the United States\*](#) (ERIC Digest, 1997)

Examines four common myths about literacy and language diversity in the U.S.

[\*Social Identity in the Adult ESL Classroom\*](#) (ERIC Digest, 1997)

Reviews issues of identity, language, and change for immigrant adults.

[\*Trauma and the Adult English Language Learner\*](#) (ERIC Digest, 2000)

Discusses trauma and abuse and the effects they can have on adult ESL learners and learning.

[\*Using Multicultural Children's Literature in Adult ESL Classes\*](#) (ERIC Digest, 1998)

Offers suggestions of texts and techniques for using multicultural children's literature.

[\*Valuing Diversity in the Multicultural Classroom\*](#) (ERIC Digest, 1994)

Looks at the ways in which diverse ways of knowing can be acknowledged and activated in adult ESL and family literacy classes.

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## Curricula, Lesson Plans, and Instructional Resources

[Clearinghouse for Multicultural/Bilingual Education: Books for Intermediate/Adult Readers](#)

This database offers commercial and non-commercial sources for multicultural and bilingual/ESL information, materials, and resources. This link goes to the annotated list of books for appropriate for adults. (Created and maintained by Weber State University.)

[\*Developing Political Tolerance\*](#)

This concise article discusses research on political tolerance, guidelines for teaching it, and positive consequences of effective political tolerance instruction. While the author obviously speaks from a secondary school perspective, the information is broad and certainly worth considering for any learner group.

[Multicultural Pavilion, University of Virginia](#)

There is an incredible amount of multiculturally-oriented information on and linked to this site, especially the [Teachers' Corner](#) and the [Awareness Activities](#).

### [Stereotypes and Discrimination Activities Web Sites](#)

Activities and lessons (most using online resources) that ask learners to think about stereotyping and discrimination in a variety of contexts.

### [Teachers of English to Speakers of Other Languages' \(TESOL\) Reflections on the Events of September 11, 2001, from Your Classroom](#)

TESOL is sponsoring this Web page where ESL (and EFL) teachers post reactions to and ideas for dealing with the aftermath of the events of Sept. 11 in the EFL/ESL classroom.

### [Teaching Tolerance](#)

A Web project of the Southern Poverty Law Center, this site offers ideas (including self-evaluations and classroom lessons) for teachers, parents, and students to promote tolerance and understanding in everyday life.

### [\*Tips for Teachers in Times of Trauma\*](#)

The Spring Institute has published this article to offer some brief tips for working with refugees and immigrants who are experiencing trauma or are at risk to be re-traumatized as the result of current events.

### [Tolerance Project Web Site: Lessons in Tolerance](#)

Lessons, materials, and other resources to help teachers promote tolerance. Created as a collaborative project by staff and learners at City College of San Francisco.

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## **Culture and Cultural Background Resources**

### [\*Adult Learners and Cultural Perspectives on Learning\*](#)

This article discusses the influence of cultural issues on the learning experiences of adult college students, especially those of African-American and Latino heritages.

### [Center for Applied Linguistics' September 11 Resource List](#)

Created in response to the events of September 11, this collection has links to resources on language and culture and the roles both play in educational settings.

### [Considering Culture in the Selection of Teaching Approaches for Adults](#)

This article examines how culture and cultural differences impact teaching and learning in adult education contexts.

### [Crossing Borders: Multicultural Literature in the Classroom](#)

The authors discuss the use of multicultural literature as a means of exploring cultures and promoting intercultural understanding in classroom settings.

### [Cultural Orientation.net](#)

Initiated by the United States Refugee Program, this site provides information on cultural orientation for refugees abroad and in the U.S. and background information on refugee groups themselves.

### [Cultural Profiles Project](#)

Created by Citizenship and Immigration Canada in conjunction with faculty of the University of Toronto, this site provides overviews of life and customs in over 100 countries.

### [Culturegrams](#)

CultureGrams publishes concise descriptions of countries, including demographic and development information, brief history, customs, society and lifestyles, and people.

### [A Developmental Model of Intercultural Sensitivity](#)

This framework, created by Dr. Milton Bennett, describes peoples' reactions to cultural differences.

### [Doing Cross-Cultural Research in Adult Education: Methodological and Epistemological Considerations](#)

Although it focuses on research practice, the text of this presentation by Dr. Barbara Sparks at the 1997 American Education Research Association's annual conference raises some interesting issues about how people frame observations and interpretations of behaviors across cultures.

### [EthnoMed](#)

While this site developed by University of Washington and Harborview Medical Center in Seattle focuses on issues related to health care of immigrants, it does contain information about cultural beliefs for some less commonly found groups.

### [Intercultural Press](#)

Intercultural Press publishes materials focusing on culture and intercultural communication and understanding, including guides to working with specific cultures and cross-cultural training theory and activities.

### [Reading Online's Articles on Multiculturalism and Literacy Instruction](#)

Using *Reading Online's* site search engine, you can find numerous articles on multiculturalism and English literacy and language instruction, including theory and ideas for classroom activities.

### Refugee Assistance Center's [Cultural Fact Books](#) and [Phrase Books](#)

Developed originally for refugee service providers, these books provide cultural information and translations of functional phrases for a variety of groups including Afghans, Bosnians, Haitians, and Somalis.

### [Social Construction of Chinese Models of Teaching](#)

This paper, presented at the 1998 American Education Research Association conference, discusses Chinese perspectives on teachers and the teacher-student relationship.

### [Teaching from a Hispanic Perspective: A Handbook for Non Hispanic Educators](#)

This handbook, developed by the Arizona Adult Literacy and Technology Resource Center, offers insights into Hispanic culture and its implications for learning processes in the English language classroom.

### [Working on Common Cross-Cultural Communication Challenges](#)

This article presents six fundamental patterns of cultural differences, or the general ways in which cultures tend to differ. The authors then discuss how the patterns can be used to raise awareness and to address cross-cultural issues as they arise in multicultural collaboration.

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## Web Sites and Online Collections

### [ERIC Clearinghouse on Urban Education's Equity and Cultural Diversity Resources](#)

Online articles, databases, and Web-based resources relating to immigrant learner cultures, issues, and experiences are included on this site. (The focus is K-12 populations, but some information may also be informative to adult ESL educators.)

### [Literacy Assistance Center's \(NYC\)Resources for Adult Educators in Response to the World Trade Center Crisis and Its Aftermath](#)

This Center has compiled links to alternative media, resource collections, curriculum development, and social services related to the political, social, cultural, and educational concerns resulting from events of September 11.

### [Multicultural Resources for Adult Educators](#)

This site is a collection of online journal articles and discussion groups focusing on multicultural issues and concerns.

### [Multicultural Web Sites: Diversity and Ethnic Studies](#)

A wide range of online collections and databases relating to diversity, ethnicity, and multilingual/multicultural perspectives are presented here.

### [National Center for Bilingual Education's \(NCBE\) Promoting Cultural Understanding in the Classroom and the Community](#)

NCBE has compiled this list of resources for promoting cultural understanding and tolerance. While the focus is on K-12, there are materials that can inform instruction for all age groups and settings.

### [Nebraska Institute for the Study of Adult Literacy's Multicultural Information](#)

Links to information on specific ethnic groups, multicultural organizations, online magazines, and a multicultural curriculum are included in this site.

### [System for Adult Basic Education Support's \(SABES\) September 11 Special Collection](#)

This Massachusetts-based adult education support organization has put together this collection of links to articles, Web collections, books, and teachers' stories related to cultural understanding and dealing with trauma.

## **SABES Bibliography: Diversity in the Classroom**

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**We'd like to hear from you!**

**We are looking for more annotations of resources to include in an update of this publication (to be done by the end of June 2004). We are especially interested in materials that you have found useful in the classroom or for your own personal teaching/growth.**

**Please include the information listed below and we will include your name in the updated edition, as a contributor.**

**Name of resource:**

**Type (book, video):**

**Publisher, including name and state:**

**Year published:**

**Brief annotation:**

**Please send to: Michele Sedor at SABES West (303 Homestead Ave., Holyoke, MA 01040) or [msedor@hcc.mass.edu](mailto:msedor@hcc.mass.edu). Fax number: (413) 552-2067.**

**Deadline for additions/updates is March 1, 2004.**