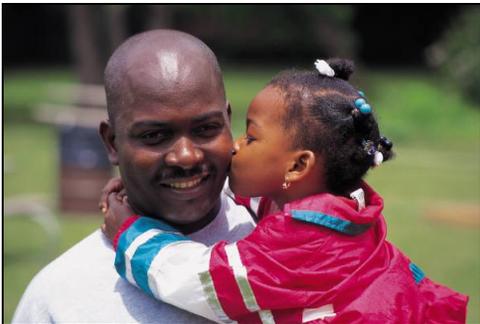


Harriet's Shelf: A Kinder World

An Annotated Bibliography

A selected listing of titles available on this topic from the
Early Childhood Training Center's Media Center



Early Childhood Training Center

The Early Childhood Training Center is located at
6949 S. 110th Street, Omaha, Nebraska 68128-5722.

To request any of these materials, contact the Media Center by phone at 402-557-6885.

Web Site: <http://www.education.ne.gov/oec/ectc.html>

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Harriet's Shelf 2006-07: Toward a Kinder World

After more than 30 years of advocacy, dedication, and vision, Harriet Egertson retired in 2002 as administrator of the Office of Children and Families at the Nebraska Department of Education. In gratitude for her inspiration to expose all early childhood professionals to the best thinking in the field, the Early Childhood Training Center inaugurated space within the media center known as Harriet's Shelf.

Harriet Egertson has picked the topic of A Kinder World for 2006-2007. She has personally selected and recommended that the following items be added to her special collection at the Early Childhood Training Center's media center.

The books on this year's Harriet's Shelf may not appear to be directly related to one another. But, I think, examining them more closely will reveal how they are. The inspiration for this year's collection came when I ran across an ad for this book, *Black Ants and Buddhists: Thinking Critically and Teaching Differently in the Primary Grades*. The book description elaborates:

"What would a classroom look like if understanding and respecting differences in race, culture, beliefs, and opinions were at its heart? . . . If you were inspired to become a teacher because you wanted to change the world, and instead find yourself limited by teach-to-the-test pressures, this is the book that will make you think hard about how you spend your time with students. It offers no easy answers, just wealth of insight into the challenges of helping students think critically about the world, and starting points for conversations about diversity and controversy in your classroom, as well as in the larger community." (Stenhouse, 2006)

Thinking about the message of this book got me "hooked" the idea of putting together a collection of books focused on helping early childhood professionals think more deeply about our common role in creating a kinder gentler world. So this year's collection is made up of books that help us:

- help children interact positively with one another and with adults in their lives,
- help children and their families have deeper understanding and appreciation for our increasingly diverse country and world, and
- remember why we came to be teachers.

Many of them already grace the shelves of the Media Center at the Early Childhood Training Center. But we move them to Harriet's Shelf for this year to refocus attention on what they can teach us and thusly the children and families and other professionals with whom we interact on a daily basis.

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A more personal reason for this collection is the hope that it can re-inspire those of you who may be rethinking your dedication to teaching (about half of those who enter the teaching profession leave before five years). Increasingly my interactions with classroom teachers and program leaders revolve around their despair about the effect of good intentions gone wild. No informed and ethical educator thinks we should not have worthwhile goals for children's learning and no educator thinks we should not be responsible for keeping track of how and what children are learning. I suspect I do not need to go further to say how these worthwhile ends are being misapplied in many places across the country. Examples abound.

Frustration saps energy and distracts from the essential role teachers have to contribute to a kinder world through their own interactions with children and families and through the knowledge and skills imparted in effective teaching. In the now nearly 50 years I've been involved in education, the pendulum of reason has swung crazily to the less productive side more times than I can now care to remember. Two things kept me in the game—the support of family and colleagues and the inspiration that can come from reading books like the ones in this collection. I offer them in that spirit.

(Hint: Try “kinder” with both a long and short “i.” The double entendre is deliberate.)

Books

Beyond Behavior Management: The Six Life Skills Children Need to Thrive in Today's World. Bilmes, Jenna. (2004). St. Paul, MN: Redleaf Press. Developed and tested in the classroom, *Beyond Behavior Management* is a strength-based approach to guiding young children's behavior by helping them build and use essential life skills. Eight chapters seamlessly blend the six life skills into the daily routine of the classroom. These skills help children exhibit more pro-social behavior, work better as a community, and become excited and active learners.

Black Ants and Buddhists: Thinking Critically and Teaching Differently in the Primary Grades. Cowhey, Mary. (2006). Portland, ME: Stenhouse. What would a classroom look like if understanding and respecting differences in race, culture, beliefs, and opinions were at its heart? Welcome to Mary Cowhey's Peace Class in Northampton, MA, where first and second graders view the entire curriculum through the framework of understanding the world, and trying to do their part to make it a better place. Woven through the book is Mary's unflinching and humorous account of her own roots in a struggling large Irish Catholic family and her early career as a community activist. Mary's teaching is infused with lessons of her heroes: Gandhi, Eleanor Roosevelt, Helen Keller, Martin Luther King, and others. Her students learn to make connections between their lives, the books they read, the community leaders they meet, and the larger world.

Children's Social Consciousness and the Development of Social Responsibility. Berman, Sheldon. (1997). Albany, NY: SUNY Press. This book breaks new ground in our understanding of the development of social consciousness and social responsibility in young people and the educational practices that promote this development. Berman shows that children's awareness of the social and political world emerges far earlier and their social and moral abilities are more advanced than we thought. Drawing on the research literature in such fields as moral development, citizenship education, political socialization, prosocial development, and psychosocial development, Berman provides educators and researchers with the developmental understandings and instructional strategies necessary to enable students to become active, caring, and responsible members of our social and political community.

Designs for Living and Learning: Transforming Early Childhood Environments. Curtis, Deb, & Carter, Margie. (2003). St. Paul: Redleaf Press. Give children wondrous places to learn and grow! Drawing inspiration from a variety of approaches, from Waldorf to Montessori to Reggio to Greenman, Prescott, and Olds, the authors outline hundreds of ways to create healthy and inviting physical, social, and emotional environments for children in child care. Full-color photographs of actual early childhood programs demonstrate that the spaces children learn and grow in can be comfortable for children, teachers, and parents alike.

Founding Mothers and Others: Women Educational Leaders during the Progressive Era. Sadovnik, A.R., & Semel, S.F., (Eds.). (2002). New York: Palgrave/Macmillan. Interest in progressive education and feminist pedagogy has gained a significant following in current educational reform circles. *Founding Mothers and Others* examines the female founders of progressive schools and other female educational leaders in the early twentieth century and their schools or educational movements. All of the women led remarkable lives and their legacies are

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embedded in education today. The book examines the lessons to be learned from their work and their lives. The book also analyzes whether their leadership styles support contemporary feminist theories of leadership that argue women administrators tend to be more inclusive, democratic, and caring than male administrators.

How Culture Shapes Social-Emotional Development: Implications for Practice in Infant-Family Programs. Day, Monimalika, & Parlakian, Rebecca. (2003). Washington, DC: Zero to Three. Written for program leaders and practitioners, this booklet examines how culture shapes children's fundamental learning about themselves, their emotions, and their way of interacting and relating to others. It includes recommendations for providing culturally responsive services, and an explanation of cultural reciprocity, a framework for resolving cultural dilemmas. Activities are provided that feature a range of infant-family settings.

The Kindness Curriculum: Introducing Young Children to Loving Values. Rice, Judith Anne. (1995). St. Paul, MN: Redleaf Press. Create character development opportunities for children from preschool to kindergarten to practice kindness, empathy, conflict resolution and respect with over 60 imaginative, exuberant activities. Reproducible activity sheets are included for home use.

Last Child in the Woods; Saving Our Children from Nature Deficit Disorder. Louv, Richard. (2005). Chapel Hill, NC: Algonquin Books. The author talks with parents, children, teachers, scientists, religious leaders, child-development researchers, and environmentalists to find ways for children to experience the natural world more deeply.

Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms. Jones, G.W., & Moomaw, S. (2002). St. Paul, MN: Redleaf Press. *Lessons from Turtle Island* explores Native American issues honestly and openly with children. The authors offer unique perspectives on including authentic learning experiences about Native Americans for the overall curriculum. The chapters explore the cross-cultural themes of children, home, families, community, and environment. Related activities based on recommended children's books develop skills in reading and writing, science, math, dramatic play, art, and more.

Nurturing Resilience in Our Children. Brooks, R., & Goldstein, S. (2003). Chicago: Contemporary Books. In their critically acclaimed parenting bestseller, *Raising Resilient Children*, Robert Brooks and Sam Goldstein introduced readers to their parenting model for raising resilient, emotionally healthy children capable of confronting life's challenges and bouncing back from setbacks. In this important Q A follow-up book, the authors elaborate and expand upon their theory of resilience by supplying reasonable, jargon-free answers to dozens of questions typically asked by the thousands of parents they've encountered through their workshops, seminars, and lectures.

Other People's Children: Cultural Conflict in the Classroom. (Updated ed.). Delpit, L. (2006). New York: New Press. In a radical analysis of contemporary classrooms, author Lisa Delpit develops ideas about ways teachers can be better "cultural transmitters" in the classroom, where prejudice, stereotypes, and cultural assumptions breed ineffective education. Delpit suggests that many academic problems attributed to children of color are actually the result of

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miscommunication, as primarily white teachers and “other people’s children” struggle with the imbalance of power and the dynamics plaguing our system.

Starting Small: Teaching Tolerance in Preschool and the Early Grades. Southern Poverty Law Center. (1997). Teaching Tolerance Project: Montgomery, AL: Author. Classroom stories featured in this book describe in detail the rich variety of "teachable moments" that arise daily in the early childhood classroom around issues of equity, respect and tolerance. Segments include information on racial differences, respect for cultural differences, gender awareness, physical disabilities and heroes. A video kit by the same title is also available.

The Passionate Teacher: A Practical Guide (2nd ed.). Fried, Robert L. (2001). Boston: Beacon Press. Every teacher can be a passionate teacher—one who engages young people in the excitement of learning and ideas—if teaching is not undermined by the ways we "do business" in schools. *The Passionate Teacher* draws on voices, stories, and successes of teachers in urban, suburban, and rural classrooms to help you become, and remain, a passionate teacher despite the obstacles. This edition includes a new chapter for teachers beginning their careers.

The Peaceable Classroom. O'Reilley, Mary R. (1993). Portsmouth, NH: Heinemann. *The Peaceable Classroom* first defines pedagogy of nonviolence and then analyzes certain contemporary approaches to rhetoric and literary studies in light of nonviolent theory.

The Peaceful Classroom: 162 Easy Activities to Teach Preschoolers Compassion and Cooperation. Smith, Charles. (1993). Mt. Rainier, MD: Gryphon House. This book is filled with appealing group learning activities that help children acquire compassion, cooperation, friendship, and respect for others. It also suggests ways teachers can work with parents to extend these learning experiences at home.

The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms. Gartrell, Dan. (2003). Albany, NY: Thomson Delmar. The author describes developmentally appropriate guidance in the encouraging classroom. With this approach, teachers think beyond the kind of conventional classroom discipline that aims merely to keep children in line—and often fails even to do that! Gartrell shows teachers how to help children develop lifelong skills such as mutual acceptance and cooperation, creative and peaceful problem-solving strategies, and acceptable ways to express difficult emotions. The book includes a special chapter on guidance with boys.

Roots and Wings: Affirming Culture in Early Childhood Programs, 2nd Edition. York, Stacey. (2003). St. Paul, MN: Redleaf Press. *Roots and Wings* provides a thorough, clear, and practical introduction to the multicultural and anti-bias issues in working with children and families in early childhood settings. Seamlessly blending theory and practice, this revised edition contains over 100 activities.

Scaffolding Children’s Learning: Vygotsky and Early Childhood Education. Winsler, A., & Berk, L. (1995). Washington, DC: National Association for the Education of Young Children. Both scholarly and highly readable, early childhood educators, teachers, and students will welcome this

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timely volume. Vygotsky and his theories emphasizing social, cultural, and societal development are clearly and comprehensively introduced with practical ideas for turning theory into practice. The book also includes discussion of key concepts such as play, language, assessment, development, special needs, and more.

The Skin That We Speak: Thoughts on Language and Culture in the Classroom. Delpit, Lisa, & Dowdy, Joanne Kilgour. (Eds.). (2004). New York: The New Press. *The Skin That We Speak* takes the discussion of language in the classroom beyond the highly-charged war of idioms and presents today's teachers with a thoughtful exploration of the varieties of English that we speak. The book includes groundbreaking work by Herbert Kohl, Gloria Ladson-Billings, and Victoria Purcell-Gates, as well as classic texts by Geneva Smitherman and Asa Hilliard.

Teacher. Warner, Sylvia Ashton. (1986). (Reissued ed.). New York: Touchstone (Simon and Schuster). First published in 1963, this classic contains profound and original ideas for teaching diffident and non-English-speaking children. *Teacher* is part diary, and part inspired description of Ashton-Warner's teaching method in action. Her fiercely-loved children come alive individually, as do the unique setting and the character of this extraordinary woman.

Teaching As a Subversive Activity. Postman, Neil, & Weingartner, Charles. (1969). New York: Delacorte. Books on education come and go, but not this one. Published nearly 40 years ago, it galvanized a generation of teachers to rethink why we do what we do in classrooms serving children of any age. Set in the idealistic and energetic time of the late 1960s, the authors' ideas challenged the status quo of the times. Reading it now brings forth both hope and despair. Progress has been made, but the anti-intellectual climate of the present threatens that progress toward a kinder and more humane way of educating human beings. Curiously, many of the other books in this collection take many of their themes from Postman and Weingartner, although they may not realize it. It was then, and continues to be, highly influential in making me the teacher I became. (*This one deliberately annotated by Harriet.*)

Teaching the Best Practice Way: Methods That Matter, K-12. Daniels, Harvey, & Bizar, Marilyn. (2004). Portland, ME: Stenhouse. In *Teaching the Best Practice Way*, the authors present seven basic teaching structures that make classrooms more active, experiential, collaborative, democratic, and cognitive, while simultaneously meeting "best practice" standards across subject areas and throughout the grades. Each section begins with an essay outlining one key method, providing its historical background and research results, and then describing the structure's vital features. Next, several teachers representing different grade levels and school communities explain how they adopted the basic model, adapted it to their students' needs, and made it their own.

Trusting What You Know: The High Stakes of Classroom Relationships. Raider-Roth, Miriam. (2005). San Francisco, CA: Jossey Bass. *Trusting What You Know* shows that building genuine trustworthy relationships between teachers and students is pivotal in students' capacity to learn. Based on an extended research study by Miriam Raider-Roth, an educational researcher and former elementary school teacher, *Trusting What You Know* reveals what students think about their relationships in the classroom and how these relationships affect their ability to learn. The book includes guiding principles for teachers, researchers, educators, and parents who want to

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understand the ways that human relationships at school fundamentally influence what children learn, know, and trust.

Understanding Emotions in the Classroom: Differentiating Teaching Strategies for Optimal Learning. Shelton, Claudia M., & Stern, Robin. (2004). Port Chester, NY: Dude Publishing. Do you understand how emotions affect your classroom? Have you ever had to "cool down" in class so that you didn't yell at a student? Has a student's sudden progress ever inspired you? Have you ever been so upset after dealing with a difficult parent that you couldn't concentrate? This book will help you better understand how to deal with these and other everyday classroom experiences where effective management of emotions—both yours and the students—can play a critical role in fostering emotional well-being and academic performance. Your increased understanding of emotions and the exercises contained within this valuable resource will impact on the teaching-learning process.

Use Your Words: How Teacher Talk Helps Children Learn. Mooney, Carol Garhart. (2005). St. Paul, MN: Redleaf Press. *Use Your Words* examines the ways early childhood teachers talk to children, pointing out commonly missed opportunities to support cognitive development, develop receptive and expressive language, and aid children in their primary developmental task of making sense of the world. This humorous and thoughtful guide contains a wealth of classroom examples, as well as clear alternatives for transforming the language teacher's use in the classroom.

A World of Difference: Readings on Teaching Young Children in a Diverse Society. Copple, Carol. (2003). Washington, DC: National Association for the Education of Young Children. This collection of 45 readings reflects the strong, continuing current of thoughtful work on teaching young children in a diverse society. Together the readings offer a survey of the present knowledge base as well as provoke thoughtful discussion on a wide range of issues—culture, language, religion, inclusion, socioeconomic status, and more—with emphasis on building respect and understanding. Useful either as an independent resource or as complement to other course materials.

You Can't Come to My Birthday Party: Conflict Resolution with Young Children. Evans, B. (2002). Ypsilanti, MI: High/Scope Press. Children's conflicts over toys, space, and friendship create many challenges for teachers and parents. This book presents a six-step mediation process adults can use to support young children at these tense and emotional times. It includes more than 50 actual stories of conflict experiences from preschools, nursery schools, Head Start centers, elementary schools, and homes. Through these stories and the accompanying photos of conflict resolution in action, readers can "see and hear" real children resolving disputes successfully, guided by adults using a six-step process.

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