

Cultural Diversity: An Annotated Bibliography

Including resources on income and poverty issues



A selected listing of titles available on this topic from the
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BOOKS

Adventures in Peacemaking: A Conflict Resolution Guide for School-Age Programs. William J. Kriedler and Lisa Furlong. (1999). Cambridge, MA: Educators for Social Responsibility. This book features hundreds of hands-on activities for school-age children that teach creative conflict resolution skills.

Anti-Bias Education for Young Children and Ourselves. Louise Derman-Sparks. (2010). Washington, DC: National Association for the Education of Young Children. Become a skilled anti-bias teacher with this volume's practical guidance to confronting and eliminating barriers of prejudice, misinformation, and bias about specific aspects of personal and social identity: most importantly, find tips for helping staff and children respect each other, themselves, and all people. Individual chapters focus on culture and language, racial identity, family structures, gender identity, economic class, different abilities, holidays, and more.

Black Ants and Buddhists: Thinking Critically and Teaching Differently in the Primary Grades. Mary Cowhey. (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, 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. 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.

Boys into Men: Raising Our African-American Teenage Sons. A.J. Franklin and Nancy Boyd Franklin. (2000). New York: Plume. Drawing on African American family values and cultural and spiritual strengths, the authors help African American families of all kinds face the unique challenges of raising their teenage sons. This compassionate handbook helps boys make the difficult transition into men by showing parents, teachers, counselors, and community members how they can foster a positive racial identity, promote sexual responsibility, advocate for their sons' education, and counter the problems of racial profiling, drugs, and gangs.

Building a HighScope Program: Multicultural Programs. Tricia S. Kruse. (2006). Ypsilanti, MI: HighScope Educational Research Foundation. Are you implementing the HighScope approach in your family child care program? Learn how you can design active learning areas that double as family living spaces; plan activities for multi-aged groups of children; stock areas with active learning materials; help children of different ages solve problems together; find time to observe children and develop lesson plans; communicate with parents; and find peer support and professional development opportunities.

The Changing Face of the United States: The Influence of Culture on Early Development. Beth Maschinot. (2008). Washington, DC: Zero to Three. The cultural beliefs, values, and behaviors within a family all have an impact on early child development. This report is an important review of the issue and a summary of the latest research dealing with the impact of culture on early childhood services.

This research summary was made possible through generous funding by the Annie E. Casey Foundation and the Bernard van Leer Foundation.

Children, Language, and Literacy: Diverse Learners in Diverse Times. Celia Genishi and Anne Haas Dyson. (2009). Washington, DC: National Association for the Education of Young Children. Even as socio-cultural diversity continues to grow in the US, many classrooms offer a one-size-fits-all curriculum in which assessment relies heavily on standardized tests. Rejecting the narrow viewing of young children solely as prospective students, the authors see them as simultaneously players, learners, readers of the world and words, artists—among other identities. This volume gives us rich evidence of the role of stories (enacted and told), imaginative play, and writing in children’s language learning. Co-published with Teachers College Press, New York City.

Collaboration for Kids: Early Intervention Tools for Schools and Communities. Heatherly W. Conway. (2006). Highlands, TX: Aha! Process, Inc. People in poverty face challenges virtually unknown to those in middle class or wealth—challenges from both obvious and hidden sources. The reality of being poor brings out a survival mentality, and turns attention away from opportunities taken for granted by everyone else. If you work with people in poverty, some understanding of how different the world is from yours will be invaluable. Whether you’re an educator or a social, health or legal services professional, this book gives you practical, real-world support, and guidance to improve your effectiveness in working with people from all socioeconomic backgrounds.

Common Bonds: Anti-Bias Teaching in a Diverse Society, 3rd Ed. Deborah A. Byrne and Gary Kiger (Eds.). (2005). Olney, MD: Association for Early Childhood International. This book examines the growing diversity in schools in a constructive, empowering way. The authors contributing to this new edition write about various forms of cultural diversity, and suggest ways that teachers can build inclusive classroom environments.

Confronting Our Discomfort: Clearing the Way for Anti-Bias in Early Childhood. Tamar Jacobson. (2003). Portsmouth, NH: Heinemann. In this practical resource, the author provides a framework for early childhood teachers and education professors to confront this issue head on.

Crossing the Tracks for Love: What To Do When You and Your Partner Grew Up in Different Worlds. Ruby Payne. (2005). Highlands, TX: Aha! Process. Whether you’re from old money, some money, or no money, the "hidden rules" of your class follow you everywhere and keep you separated from the other classes. But what happens when these worlds collide? When people of different classes come together, stress and misunderstanding are just the tip of the iceberg. *Crossing the Tracks for Love* reveals the secrets behind class differences and provides tips, stories, and resources to help you reduce conflict, improve communication, and resolve class issues in every aspect of your life.

Culturally Responsive Teaching: Theory, Research, and Practice. Geneva Gay. (2000). Baltimore, MD: Brookes. The stories woven through this book enliven the deeply textured scholarly analysis. This is an excellent resource for anyone who cares about improving and recognizing the factors that shape culturally responsive teaching and learning.

Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families. 4th Ed. Eleanor W. Lynch. (2011). Baltimore: Brookes. Readers will examine how their own cultural values and beliefs shape their professional practice, how the worldviews of diverse families may affect their perceptions of programs and services, and how providers can communicate more effectively with families from different cultural backgrounds, get a primer on cultural competence, deepen their understanding of cultural groups, and discover better ways to serve families.

Diversity in Early Care and Education: Honoring Differences. Janet Gonzalez-Mena. (2008). Washington, DC: National Association for the Education of Young Children. *Diversity in Early Care and Education* explores the rich diversity encountered in programs and environments for children ages birth to 8, including those serving children with special needs. The emphasis is on the practical and immediate concerns of the early childhood professional and family service worker, though all information has strong theoretical support. Although the text is situated within an early child care environment, its lessons are valuable for anyone who wants to understand more about diverse views related to children, childrearing, education, and development.

Diversity Training. Cris Wildermuth. (2005). Alexandria, VA: American Society for Training and Development. *Diversity Training* is a book that puts a different and powerful spin on the term diversity. Traditionally, diversity education initiatives inevitably involve the catch phrase, "celebrate diversity." Although the authors appreciate the traditional approach, this book offers a fresh perspective called *conversity*, defined as a process that brings people together through an active search for common ground. A CD with PowerPoint presentations is included.

The End of Poverty: Economic Possibilities for Our Time. Jeffrey D. Sachs. (2005). New York: Penguin Press. This book explores the roots of economic prosperity and the path out of extreme poverty for the world's poorest citizens.

Gay Parents, Straight Schools: Building Communication and Trust. Virginia Casper and Stephen Schultz. (1999). New York, Teachers College Press. Based on research that includes perspectives from all involved, this book delves into such issues as communication, homophobia, gender, and gender roles, and connecting children's family experiences with school experiences.

Getting it Right for Young Children from Diverse Backgrounds: Applying Research to Practice. Linda Espinosa. (2010). Washington, DC: National Association for the Education of Young Children. Grounded in real-life experiences and guided by rigorous research findings, this resource provides the tools and guidance practitioners need to meet the challenges of educating all young children. The author summarizes the latest scientific evidence on the development and school achievement of English language learners and children living in poverty to offer classroom and program recommendations.

Hate Hurts: How Children Learn and Unlearn Prejudice. Caryl Stern-LaRosa. (2000). New York: Scholastic. *Hate Hurts* is the Anti-Defamation League's definitive handbook for adults and children on confronting and conquering bias and encouraging appreciation for our differences. A guide for any person responsible for children of all ages, this book offers practical tips, sound advice, and role-playing for difficult situations.

How Culture Shapes Social-Emotional Development: Implications for Practice in Infant-Family Programs. Monimalika Day and Rebecca Parlakian. (2003). Washington, DC: Zero to Three. Designed for program leaders and practitioners, this resource looks at how culture shapes children. Specifically, it examines the impact that culture has on children's learning about themselves, their emotions, and their interactions with others.

In Our Own Way: How Anti-Bias Work Shapes Our Lives. Cecilia Alvarado. (1999). St. Paul, MN: Redleaf Press. *In Our Own Way* is filled with the personal reflections of people who have worked to establish anti-bias environments in child care. Each of the stories is a unique look at how the writer learned to think critically in his or her own life, as well as how they've learned to teach this skill, among others, in their work with children. They share the everyday anecdotes that will help caregivers shape an anti-bias program and face the challenges of an anti-bias approach in their own communities.

Keepin' On: The Everyday Struggles of Young Families in Poverty. Jean M. Ispa. (2006). Baltimore, MD: 2006. The result of a 5-year research project conducted in one major American city, this book is a vivid journey into the lives of nine young African-American mothers facing issues related to single parenthood and poverty. What are their strengths and challenges as parents? How are their families affected by frequent transitions between homes, jobs, and significant others? The authors answer these and other questions, taking early childhood professionals on a tour of these women's lives and giving readers in-depth, qualitative portraits they can use to inform their own work.

Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms. Guy W. Jones and Sally Moomaw. (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.

My Soul Looks Back in Wonder: Voices of the Civil Rights Movement. Juan Williams. (2004). New York: Sterling Publishing. This book presents the stories of men and women who have been profoundly transformed by their experiences with the civil rights movement. These stories tell us about individuals who, through sacrifice and risk, took direct action to create a better America.

Narrowing the Literacy Gap: What Works in High-Poverty Schools. Diane M. Barone. (2006). New York: Guilford Press. This book offers insights and information on why students in high-poverty schools struggle with literacy achievement and what specific factors promote success. Findings from a unique study are translated into clear recommendations for enriching the classroom environment at different grade levels and helping all children, including English language learners, become highly skilled readers and writers.

The New Voices/Nuevas Voces: Guide to Cultural and Linguistic Diversity in Early Childhood. Dina C. Castro, Betsy Ayankoya, and Christina Kasprzak. (2011). Baltimore: Brookes. As early childhood programs and schools become more culturally and linguistically diverse, professionals must create settings that welcome "new voices" and help all children succeed. This professional development course gives them the in-depth practical guidance they need.

One Classroom, Many Worlds. Jacklyn Blake Clayton. (2003). Portsmouth, NH: Heinemann. The author challenges the notion of "tolerance" for cultural differences and offers instead another challenge—to understand the building blocks of all cultures.

Other People's Children: Cultural Conflict in the Classroom. Lisa Delpit. (2006). New York: New Press. Author Lisa Delpit has developed ideas about ways teachers can be better "cultural transmitters" in the classroom, where prejudice, stereotypes, and cultural assumptions breed ineffective education. She suggests that many academic problems attributed to children of color are actually the result of miscommunication, as primarily white teachers and "other people's children" struggle with the imbalance of power and the dynamics plaguing our system.

Our Roots, Our Future. Jhumpa Bhattacharya, Ann Jaramillo, Lisette Lopez, and others. (2002). Oakland, CA: California Tomorrow. *Our Roots, Our Future* contains inspiring stories of promising practices along with an exclusive set of practical tools and activities to support program reflection and development. Included are the moving voices of youth and an informative framework speaking to the importance of culture and language in the lives of young people. Find out about diversity trends in the field by reading the results of California Tomorrow's national survey of after school programs. Learn effective strategies for working with English Language Learners, and expand your capacity to support youth of color and young people of all cultures.

Practice in Building Bridges. Intisar Shareef and Janet Gonzalez-Mena. (2008). Washington, DC: National Association for the Education of Young Children. The authors offer activities, stories, and ideas for journaling that will provoke thought and promote diversity. This is a companion piece to *Diversity in Early Care and Education: Honoring Differences*.

Pursuing the Promise: Addressing Equity, Access, and Diversity in After School and Youth Programs. California Tomorrow. (2003). Oakland, CA: Author. *Pursuing the Promise* provides a cutting edge look at equity, access, and diversity trends in the fields of after school and youth development, as well as recommendations for programming, technical assistance, research, and policy. It includes the voices of children, youth, program staff and directors, parents, policymakers and community leaders, and highlights both challenges and promising strategies in the field. This report is a comprehensive reference for those who wish to use after school programs to enhance the lives of all young people, families, and communities.

Room for Talk: Teaching and Learning in a Multilingual Kindergarten. Rebekah Fassler. (2003). New York: Teachers College Press. How does a teacher who speaks only English address the challenges of working in a multilingual classroom? What happens if she is the only fluent English speaker? This book features an experienced ESL teacher who believes in the potential of her kindergarten second-language learners and uses identifiable strategies to maximize it. The book features carefully-crafted observations and recordings of six children, their peers, and the teacher.

Roots and Wings: Affirming Culture in Early Childhood Programs, 2nd Edition. Stacey York. (2003). St. Paul, MN: Redleaf Press. *Roots and Wings* is an approach to multicultural education that seeks to give children "the support of being rooted in their culture and the strength to soar beyond prejudice and discrimination." It includes activities that shape respectful attitudes toward differences, ideas for integrating cultural awareness into the home or curriculum, and more.

School Readiness and Social-Emotional Development: Perspectives on Cultural Diversity. Barbara Bowman and Evelyn Moore (Eds.) (2006). Washington, DC: National Black Child Development Institute, Inc. Strong social-emotional development underlies all later social, emotional, and academic success. However, among the 20 to 50 percent of children who enter kindergarten not ready to learn, social-emotional development is often where they are least prepared. This collection of seven commissioned papers summarizes a study by the National Black Child Development Institute of the current state of research and programs addressing preschoolers' social-emotional development. This publication is composed of findings from early childhood scholars and experts representing various cultural groups. It identifies practical tools and strategies, as well as research, mental health screening, and community partnership models that readers can use as resources for new research and program development.

Skilled Dialogue. Isaura Barrera and Robert M. Corso. (2003). Baltimore, MD: Brookes. This book teaches practitioners how to use skilled dialogue—a field-tested model for respectful, reciprocal, and responsive interaction that honors cultural beliefs and values—to improve their relationships with the children and families they serve and better address developmental and educational goals.

The Skin That We Speak: Thoughts on Language and Culture in the Classroom. Lisa Delpit and Joanne Kilgour Dowdy, (Eds.) (2004). New York: The New Press. This book provides a powerful and sophisticated reminder that words can indeed do as much damage as sticks and stones. It takes the discussion of language in the classroom and presents thoughtful explorations of examples and alternatives related to the many forms of English. Lessons for understanding and for teaching that is more effective come across very clearly.

Speak Up! Responding to Everyday Bigotry. (2004). Teaching Tolerance, Montgomery, AL: Southern Poverty Law Center. In the spring of 2004, the Southern Poverty Law Center gathered hundreds of stories of everyday bigotry from people across the United States. They told their stories through e-mail, personal interviews and at roundtable discussions in four cities: Baltimore, MD.; Columbia, SC.; Phoenix, AZ.; and Vancouver, WA. People spoke about encounters in stores and restaurants, on streets and in schools, families, and work. They told us what they did or didn't say—and what they wished they did or didn't say. And no matter the location or relationship, the stories echo each other. *Speak Up* echoes that applause, encouraging everyone to take a stand against everyday bigotry.

The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures. Anne Fadiman. (1997). New York: Noonday Press. The clash between a small county hospital in California and a refugee family from Laos over the care of Lisa Lee, a Hmong child diagnosed with severe epilepsy, is chronicled in this book. Although both parents and medical staff want the best for Lisa, the lack of understanding between them leads to tragedy.

Starting Small: Teaching Tolerance in Preschool and the Early Grades. Teaching Tolerance Project. (1997). Montgomery Alabama: Southern Poverty Law Center. *Starting Small* profiles seven classrooms in which equality and tolerance are actively taught. It also provides research-based essays addressing specific aspects of teaching tolerance and practical ideas for incorporating these concepts into classroom activities. A video kit by the same title is also available.

Understanding Families: Approaches to Diversity, Disability, and Risk. Marci J. Hanson and Eleanor Lynch. (2004). Baltimore, MD: Brookes. Readers will find an overview of demographics and family diversity, including factors such as family membership, socioeconomic status, culture, ethnicity, and language; insight into how disability influences family life; help with addressing specific risk factors such as poverty, addiction and violence; a guide to factors that contribute to resilience; tips on communicating and collaborating effectively with families; guidelines on understanding legislation related to educational and family support, assessment, and intervention, and vignettes that paint vivid pictures of the challenges that face families today.

We Can't Teach What We Don't Know: White Teachers, Multiracial Schools. Gary R. Howard. (1999). New York: Teachers College Press. With lively stories and compelling analysis, Gary Howard engages his readers on a journey of personal and professional transformation. From his 25 years of experience as a multicultural educator, he looks deeply into the mirror of his own racial identity to discover what it means to be a culturally competent white teacher in racially diverse schools. *We Can't Teach What We Don't Know* offers a healing vision for the future of education in pluralistic nations.

What if All the Kids are White: Anti-Bias Multicultural Education with Young Children and Families, 2nd Ed. Louise Derman-Sparks and Patricia G. Ramsey. (2011). New York: Teachers College Press. In this book, educators tackle a frequently asked question about multicultural education: How do I teach about racial and cultural diversity if all my students are white? The authors propose seven learning themes to help young white children resist messages of racism and build identity and skills for thriving in a multicultural country and world. The text includes strategies, resources, and classroom examples for implementing the learning themes in early childhood settings.

Whatever It Takes: Geoffrey Canada's Quest to Change Harlem and America. Paul Tough. (2008). Boston: Houghton Mifflin. What would it take? That was the question that Geoffrey Canada found himself asking more than a decade ago. What would it take to change the lives of poor children, not one by one, through heroic interventions and occasional miracles, but in big numbers, and in a way that could be replicated nationwide? The question led him to create the Harlem Children's Zone, a 97-block laboratory in central Harlem where he is testing new and sometimes controversial ideas about poverty in America. His conclusion: if you want poor kids to be able to compete with their middle-class peers, you need to change everything in the lives—their schools, their neighborhoods, even the child-rearing practices of their parents.

A World of Difference: Readings on Teaching Young Children in a Diverse Society. Carol Coppel. (2003). Washington, DC: National Association for the Education of Young Children. This collection of 45 articles is focused on ways of working with young children and their families that are truly responsive to diversity. Culture, religion, disability, sexual orientation, language and socioeconomic status are some of the issues that are addressed to encourage respect and understanding. The articles are short enough to be useful for independent reading, teaching, or staff development, yet are long enough to inspire learning and discussion.

World Playground Multicultural Activity Kit with CD. Emi Gittelman. (2001). New York: Putnam. *The World Playground Activity Kit* features fun and educational multicultural activities for children, parents, and teachers. The kit includes the award-winning World Playground CD, a 52-page activity guide, and a children's passport journal to foster multicultural awareness through music.

DVDs

Better Kid Care: Supporting Stressed Children. Topics include recognizing normal behaviors across the ages and how to decide when additional help is needed. Learn how to get help in your community. This unit discusses how to become sensitized to cultural differences in a child's development. Produced and distributed by the Better Kid Care distance learning program at Penn State University. 75 minutes, 2010.

Essential Connections: Ten Keys to Culturally Sensitive Child Care. What happens to the influence of a family and culture when children move into child care? Do the cultural connections continue? It is important that their early childhood care providers seriously consider these questions. This video looks at ten keys to culturally consistent child care. Produced by WestEd and distributed through the California Department of Education, Sacramento. Available in both English and Spanish. 36 minutes. 1992.

The Green Kid: Candid Camera's Classroom Tolerance Project. Candid Camera, television's longest-running entertainment series, has completed a unique classroom tolerance project known as The Green Kid, with over 450 schools participating. Host Peter Funt questioned youngsters – using hidden camera and microphone – about a new student who was to join their class: a boy with green skin. Produced and distributed by Candid Camera, Inc. Monterey, CA. 2003.

Starting Points is a series for educators of culturally and linguistically diverse young children. The series acknowledges struggles faced by educators as they struggle to meet the needs of their children, and focuses primarily on assisting mainstream teachers to develop attitudes and create environments, practices, and routines that best welcome and support young diverse learners to our classrooms. Produced and distributed by Educational Productions, Beaverton, OR. 2002.

Starting Points, Program 1: I Don't Know Where To Start. "I don't know where to start," is something many teachers say and others feel as they have more and more culturally and linguistically diverse young children entering their classrooms. At the same time, children coming into classrooms often feel overwhelmed, and under stress. This program validates teachers' issues and concerns, and then highlights commonly-used strategies and shows how teachers use these strategies very intentionally in their efforts to support diverse young children. 33 minutes.

Starting Points, Program 2: Getting Your Message Across is the second training DVD in this series. This program teaches key communication strategies that support children in making sense of language. Powerful classroom scenes show how to use these strategies during a variety of daily activities. 35 minutes.

Starting Points, Program 3: Bringing Language Alive is the third DVD in the Starting Points series. *Bringing Language Alive* teaches core elements of first and second language acquisition through vivid classroom scenes and clear, compelling examples. Teachers share their hard-won knowledge and demonstrate best practice strategies that support all children in acquiring language and building literacy. 45 minutes.

Values Go to School: Exploring Ethics with Children. In classroom scenes from kindergarten through high school, in a variety of public schools, *Values Go to School* focuses on students interacting with teachers, and with each other, to work through issues of conflict resolution, friendship, ethnic identity, racial and cultural understanding, the importance of work, and the role of open discourse in achieving a sense of community. In some cases, the teacher introduces topics related to values into the curriculum through planned discussion and projects that, for example, help children appreciate and explore cultural differences among classmates. In other cases, value issues and ethical questions arise spontaneously, as in situations where young children arguing during play are guided to resolve their conflict in ways that promote mutual understanding. Produced and distributed by Jonathan Diamond Associates, Inc., New York. 25 minutes, 2006.

World Song. This video is a joyful kaleidoscope of images that celebrate the common humanity that unifies us all. Focusing on everyday events in the lives of people from different cultures, this video elevates our shared experience beyond the geopolitical and cultural boundaries that seem to divide us. From Omaha to Omsk and Beijing to Bern, parents celebrate the birth of children; kids learn to ride bikes; successive generations break bread around the dinner table; children agonize over awkward haircuts; and families witness first love, marriage, birth, and death. *World Song* travels the globe and brings back pictures of the little events that make our lives special. Produced by BRC Imagination Arts and distributed by Pyramid Media, Santa Monica, CA. 15 minutes. 1992.

CD-ROM

Parallels in Time. This CD-ROM includes six hours of training on the history of disabilities and the treatment of people with disabilities from ancient to modern times. This unique resource features a quiz on the treatment of individuals with disabilities through the ages, print material, and numerous historically significant video and audio clips. Each page is also linked to an audio reading of that page. Produced and distributed by the Minnesota Governor's Council on Developmental Disabilities. 2003.

JOURNALS

Teaching Tolerance is a bi-annual publication of the Southern Poverty Law Center and focuses on providing information to educators on the anti-bias issues and related educational material. The Early Childhood Training Center keeps five years of back issues of this publication.