Noting that representing other cultures through literature enables teachers and their students to appreciate contributions made by others and lessen anxieties and prejudices toward those who are different, this paper presents annotations of 31 items from the ERIC database on fostering multicultural awareness through literature. Annotations in the paper are organized into five sections—overview, selection of materials, instructional strategies, teacher training, and research. The paper includes annotations of books, journal articles, and conference papers published between 1982 and 1992. (RS)
Representing other cultures through literature enables teachers and their students to appreciate contributions made by others as well as lessen anxieties and prejudices toward those who are different. Multicultural literature portrays cultural likenesses and diversity when selected and evaluated with care. Teacher training, professional development, and effective instructional strategies may be worthwhile tools for bridging the gap between language and culture in the classroom, resulting in greater cultural sensitivity. The references in this Bibliography are organized into five sections: Overview, Selection of Materials, Instructional Strategies, Teacher Training, and Research.

Overview

AN: EJ449794
AU: Anaya, Rudolfo
TI: The Censorship of Neglect.
PY: 1992
JN: English Journal; v81 n5 p18-20 Sep 1992
AB: Examines the freedom to teach and learn from the author's point of view as a Mexican-American educator and writer. Asserts that teachers must take charge and implement into the curriculum the many literatures of the United States.

AN: EJ457585
AU: Mabliocco, Sabina
TI: Folklore and Language Teaching: Preliminary Remarks and Practical Suggestions.
PY: 1992
JN: Italica; v69 n4 p451-65 Win 1992
AB: Suggests that folklore is an ideal tool for bridging the gap between language and culture in the classroom. By using folk and popular materials to illustrate or expand on grammatical points, students' attention can be drawn to broader cultural issues, including values, world view, history, and literature.

AN: EJ449798
AU: Petersen, Judith E.
TI: Golden Discoveries: Literature of the Americas.
PY: 1992
JN: English Journal; v81 n5 p39-44 Sep 1992
AB: Describes a U.S. literature course and a comparative literature course that focuses on Asian, African, Canadian, Caribbean, and Latin American literature. Asserts that students need to be aware of the European impact on the U.S. identity, even where it is unpleasant. Discusses the magical realism in the distinct artistic vision of Latin America.
Although the current debate over multicultural education largely involves the disciplines of history and literature, the social sciences hold the key to a multicultural society with a common supraculture. The social sciences are willing and more able than the humanities to confront issues central to pluralism within unity.

The use of multicultural literature in school reading programs can enhance the regular reading program by providing students with an awareness for other cultures, and by making a contribution to overall competence in all areas of language arts and in reading comprehension. When schools use literature that reflects only mainstream majority values, students are exposed to a narrow linguistic, historical, and cultural picture. The ultimate goals for the incorporation of multiethnic literature into reading programs are to help students see similarities as well as differences between cultures, to appreciate the contributions of all people, and to lessen the anxieties and prejudices toward those who are different. Appendices include instructional strategies for multiethnic literature, examples of vocabulary webs, and a bibliography of ethnic literature.
Examines children's multicultural literature, particularly books depicting Asian and Native Americans. Discusses publishing status, educational values, methods of sharing multicultural titles with young children, and specific strategies to avoid. Provides evaluative criteria to consider in selecting materials. Includes an annotated list of recommended titles for toddlers through third graders.

AN: EJ441783
AU: Kruse, Ginny Moore
TI: No Single Season: Multicultural Literature for All Children.
PY: 1992
JN: Wilson Library Bulletin; v66 n6 p30-33, 122 Feb 1992
AB: Discusses the selection and evaluation of children's multicultural literature and gives examples of three types of books: (1) inclusive books that show racial and cultural diversity; (2) multicultural content books that are not written by authors from the racial/ethnic group featured; and (3) multicultural content books by authors who are from the group portrayed.

AN: EJ452692
AU: Pang, Valerie Ooka; and others
TI: Beyond Chopsticks and Dragons: Selecting Asian-American Literature for Children.
PY: 1992
JN: The Reading Teacher; v46 n3 p216-24 Nov 1992

AN: EJ452778
AU: Walker-Dalhouse, Doris
TI: Fostering Multi-Cultural Awareness: Books for Young Children.
PY: 1992
JN: Reading Horizons; v33 n1 p47-54 1992
AB: Urges the use of multicultural literature in the curriculum to teach young children cultural awareness. Presents descriptions of 16 recommended children's books about African Americans.

AN: EJ449399
AU: Winfield, Evelyn T.
PY: 1992
JN: PTA Today; v17 n7 p18-19 May 1992
AB: Presents a selection of children's books that feature a variety of topics and literary representations with insight into other cultures. The books focus on foods, historical events, reliance on the environment, folktales, family experiences, community heritage, words and phrases, and linguistic eccentricities.
Selected children's and young adult books with multicultural themes and topics which were published in the United States and Canada between 1980 and 1990 are represented in this annotated bibliography. The term multicultural is used to refer to people of color, including African-Americans, American Indians, Asian-Americans, and Hispanic-Americans. An introduction provides a brief overview of the history of multicultural publishing in the United States, with references to earlier books that still have relevance to today's children. Each listing includes complete bibliographic information, an annotation, and the recommended age group. Additional information provided in the appendices includes the predominant ethnic/racial background of individual authors and illustrators represented in the bibliography.

Publication Sales, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841.

Presents an annotated bibliography of 16 bibliographic sources and journals to help school library media specialists identify multicultural books and materials for their collections. The ethnic and cultural diversity of public schools' student populations is described, and benefits of multicultural literature are discussed.

Reviews 49 new multicultural picture storybooks, folktale collections, and novels, drawing together both contemporary and traditional stories from peoples of color around the world.

This report describes an intervention to improve American kindergarten children's understanding of Japanese culture. The intervention consisted of a curriculum unit...
presented in a kindergarten class of 14 American and 7 Japanese children in Brookline, Massachusetts. The curriculum was presented in 26 lessons over a 3-month period. As a result of the intervention, American children’s responses that indicated a knowledge of Japanese culture rose from a total of 19 in preintervention interviews to 399 in postintervention interviews. A 28-item reference list is provided. Appendices include an annotated bibliography of folktales, nonfiction books, films, and videocassettes; detailed lesson plans for the 26 lessons in the curriculum; sample pre- and post-intervention interviews; and tables of data derived from the interviews.

AN: EJ442373  
AU: Lee, Carol D.  
TI: Literacy, Cultural Diversity, and Instruction.  
PY: 1992  
JN: Education and Urban Society; v24 n2 p279-91 Feb 1992  
AB: Scaffolding is a conceptual framework through which educators rethink the in-school learning experience. The following three models of culturally sensitive scaffolding offer important lessons for literacy education: (1) signifying and interpreting "speakerly texts"; (2) talk story, turn taking, and classroom discussion; and (3) community funds of knowledge and practice of literacy.

AN: EJ455607  
AU: Palmer, Jesse; and others  
TI: Using Children's Literature to Teach Ethnic Sensitivity.  
PY: 1992  
JN: Reading Improvement; v29 n4 p231-35 Win 1992  
AB: Advocates using children's literature in the social studies curriculum to teach sensitivity to cultural differences and skills to cope with them. Offers a basic strategy for teaching ethnic sensitivity and discusses activities for three novels.

AN: EJ435594  
AU: Blair, Linda  
TI: Developing Student Voices with Multicultural Literature.  
PY: 1991  
JN: English Journal; v80 n8 p24-28 Dec 1991  
AB: Asserts that reading and writing autobiographies can help both native and language-minority students to develop a fluent narrative voice and to become better writers. Describes a unit called "Voices in American Literature," in which the students read and write autobiographies, keep reading logs, and share their ideas in group discussion.

AN: ED334580  
AU: Mehta, Lila  
PY: 1991  
This paper asserts that multicultural literature must not be set aside as "other" literature, or worse, be dismissed as second class literature. The paper argues the intrinsic value of multicultural literature and outlines class and individual activities that show the vast possibilities of stories from around the world. The following materials are included: overheads, stories and ideas for using writing, teacher directed activities, art, dress-up ideas, thinking activities, and music for Cinderella stories from various countries and traditions.

Describes a five-step sequence for the study of multicultural literature. Presents a detailed example of how the sequence can be used to study literature dealing with Native American cultural groups. Concludes with descriptions of how the sequence can be used and adapted with literature dealing with Black and Hispanic cultural groups.

This book is a collection of articles originally printed in English Journal, the secondary section membership journal of the National Council of Teachers of English. The articles selected for the book tap a rich vein of multicultural literature, including works by African Americans, Native Americans, women, and authors from outside North America and Europe. The selections span many genres, including young adult novels, popular fiction, science fiction, and classical fiction. Each article presents practical suggestions for incorporating these works into the secondary classroom, thus broadening the cultural perspective of students and teachers alike.

Discusses the rationale for the development of multicultural literature, for children via stories that portray people from different ethnic backgrounds, or stories that are derived from other cultures. Presents some of this new literature, emphasizing its strengths and weaknesses, and suggests ways to ensure authenticity, particularly in the use of folktales.
Suggestions for Teaching Literature in the Multicultural Classroom.

Consider various approaches to teaching multicultural literature in the classroom and lists several books with multicultural perspectives.

Teacher Training

The Cultural Gap in Literature-Based Literacy Instruction.

Literature-based children's literacy programs usually lack cultural foundation on the part of teachers providing the instruction. A framework for a cultural base for educators addresses this cultural gap. Professional development activities are presented that reflect the theoretical framework and increase cultural sensitivity.

Shifting Sands: Teachers Seek Common Ground in Miami's Unpredictable Ethnic Climate.

The Inhabiting Other Lives program is an intensive effort to acquaint public high school teachers in Miami (Florida) with the literature and arts of different cultures. It is hoped that these teachers will give their students an appreciation of cultural differences.

Getting Started in Global Education: Essential Literature, Essential Linkages for Teacher Educators.

Offers four lessons for teacher educators, drawing from literature on the global education movement and exploring linkages critical for effective programs. The article discusses conceptualization of global education; controversy; and national, international, and local contexts.

Understanding Others: Cultural and Cross-Cultural Studies and the Teaching of Literature.

This book of essays offers perspectives for college teachers facing the perplexities of
today's focus on cultural issues in literature programs. The book presents ideas from 19 scholars and teachers relating to theories of culture-oriented criticism and teaching, contexts for these activities, and specific, culture-focused texts significant for college courses.


AN: EJ393101
AU: Downey, Joan; Stern, Ann Swanson
TI: Staff Development: An Approach to Curriculum Reform in Cambridge, Massachusetts.
PY: 1989
JN: Equity and Choice; v5 n3 p25-31 May 1989
AB: Describes a staff development program used by the Cambridge (Massachusetts) elementary schools in conjunction with the implementation of multicultural curriculum components. Includes a lesson plan in which staff developers model multicultural literature and cooperative learning strategies.

Research

AN: ED348644
AU: Buttram, Joan L.; and others
TI: Evaluation of Heartwood Program.
PY: 1992
AB: This study examined and assessed teachers' and students' use of and reactions to the Heartwood Program, a multicultural, literature-based curriculum designed to promote elementary students' ethical understanding of courage, loyalty, justice, respect, hope, honesty, and love. Results indicated that: (1) almost all teachers emphasized the importance and need for this type of program in their schools; (2) the program was teacher-friendly; (3) program materials should be reviewed to strengthen the sequencing of stories and activities, the coverage and portrayal of some minority cultures, and the level of difficulty of story lines for primary grade students; and (4) the appropriate placement of the program in a school's instructional program needs additional thought.

AN: EJ448086
AU: Grice, Mary Oldham; Vaughn, Courtney
TI: Third Graders Respond to Literature for and about Afro-Americans.
PY: 1992
JN: Urban Review; v24 n2 p149-64 Jun 1992
AB: An interview-based study with 13 African-American and white third graders finds that developmental age, prior experience, and academic background provide the context for comprehending, identifying with, and generally enjoying 24 culturally conscious children's literary works. Both race and class are important identifying social influences.
AN: ED336742
AU: Martin, Kimberly Bartels
PY: 1990
AB: Uses content analysis to examine the extent to which Jewish and Christian lifestyles were portrayed in 62 children's books of accepted literary worth. For each year from 1960 to 1990, the Newbery Award-winning book and one Newbery honor book were examined. A content analysis of 13 action categories found that the 5 most common actions were: (1) compassionate/charitable deeds; (2) telling others about God; (3) prayer; (4) worship attendance; and (5) reading the Bible. No significant change in the frequency of the 13 actions was found over time. Concludes that portrayal of the cultures of committed Christians and Jews has not been common of the Newbery books since at least 1960.