Understanding Diversity through Novels and Picture Books

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DIVERSITY BIBLIOGRAPHY

**Exceptionalities**


**Asians / Pacific Islanders**


**Ageism**


**Latinos / Hispanics**


**Socio-economic Status**  


**Africans / Blacks**  


**Sexual Orientation**  


**Native Americans / First Nation / Indigenous**  


**Gender**  


**Middle Easterns**


**Jewish**

_____.*The Doll with the Yellow Star*. Henry Holt, 2005.


**Religion**


**White / Europeans**


**Bi / Multiracials**


Internet Resources

General Diversity

A World of Difference Institute:
- http://www.adl.org/bibliography/

Cynthia Leitich Smith

Understanding Prejudice.org
- http://www.understandingprejudice.org/

Teaching Tolerance Magazine – free publication
- http://www.teachingtolerance.org

Asian
South Asia and the South Asian Diaspora in Children’s Literature
http://www.poojamakhijani.com/sakidlit.html

Official Publisher’s Website for Author Allen Say
http://www.houghtonmifflinbooks.com/authors/allensay

Laurence Yep Official Web page

Welcome to the world of Rachna Gilmore
www.rachnagilmore.ca

Hispanic
Annotated Bibliography of Children's Literature focusing on Latino people, history, and culture
http://clnet.ucla.edu/Latino_Bibliography.html

African/Black
The African-American Mosaic Exhibition (Library of Congress)
http://www.loc.gov/exhibits.african.into

Native American
Alaska Native Heritage Center
http://www.alaskanative.net

Native American Sites
http://www.nativeculture.com/lisamitten/indians.html

Smithsonian’s National Museum of the American Indian
Http://www.AmericanIndian.si.edu

White/European
American Family Immigration History Center
http://www.ellisisland.org

Ellis Island
http://www.history.com/minisites/ellisisland

Immigration History Research Center
Middle Eastern
American-Arab Anti-Discrimination Committee
www.adc.org
Children’s Book with Muslim and Related Cultural Themes
http://rukhsanakhan.com/muslimbooks.htm
Meet Sa’id. An Arab Teenager
http://www.amideast.org/offices/Kuwait.Saud/default.htm

Bi/MultiRacial
Interracial and Multiracial links
http://multirace.org/multirace.htm
Association of MultiEthnic Americans
http://www.ameasite.org/

Sexual Orientation
Parents and Friends of Lesbians and Gays
http://wwwpflag.org
Gay Lesbian Straight Education Network
http://www.glsen.org/cgi-bin/iowa/home.html
Rainbow Reading: Gay and Lesbian Characters and Themes in Children’s Books
http://www.armory.com/~web/gaybooks.html
Alex Sanchez
http://www.alexsanchez.com
Children of Lesbians and Gays Everywhere
http://www.colage.org
Family Pride Coalition
http://www.familypride.org

Ageism
The Seniors Coalition
http://www.senior.org/
Generations United
http://www.gu.org

Socio-economic Status
Save the Children USA
http://www.savethechildren.org/usa/
National Center for Children in Poverty
http://www.nccp.org/
Hearts and Minds – Children in Poverty
http://www.heartsandminds.org/articles/childpov.htm
Gender
Kaye Vandergrift’s Gender and Culture in Picture Books
http://www.scils.rutgers.edu/~kvander/Culture/index.html
Webgrrls International
http://www.webgrrls.com/
Girl Start: Smart from the Start
http://www.girlstart.com/
Dads and Daughters
http://www.dadsanddaughters.org/

Exceptionalities
National Dissemination Center for Children with Disabilities
http://www.nichcy.org/
United Cerebral Palsy
http://www.ucp.org/
Council for Exceptional Children
http://www.cec.sped.org
Autism Society of America
http://www.autism-society.org/site/PageServer
National Down Syndrome Society
http://www.ndss.org/
The International Dyslexia Association
http://www.interdys.org/
National Association for Gifted Children
http://www.nacg.org
LD (Learning Disabilities) Online
http://www.ldonline.org

Religion
Beliefnet
http://www.beliefnet.com
Buddha Mind
http://www.buddhamind.info
National Council of Churches
http://www.ncccusa.org/
International Fellowship of Christians and Jews
http://www.ifcj.org/site/PageServer
Anti-defamation League
http://www.adl.org/
Islamic Council of North America
http://www.icna.org/icna/index.php
Introduction

Why This Topic?
What Sources Were Consulted?
What Selection Criteria Determined the Twelve Virtues?
How Are the Titles Organized?
How Can You Use the Resources in This Book?

Chapter One – Empathy
Chapter Two – Respect
Chapter Three – Courage
Chapter Four – Humor
Chapter Five – Responsibility
Chapter Six – Perseverance
Chapter Seven – Loyalty
Chapter Eight – Honesty
Chapter Nine – Cooperation
Chapter Ten – Tolerance
Chapter Eleven – Citizenship
Chapter Twelve – Forgiveness

Professional Resources

Each chapter listed above contains this information:
Related Virtues
  Definition
  Quotes
  What is Empathy?
  People who have demonstrated this virtue
Related Topics for Further Exploration
Discussion Questions
Annotated Titles
  Picture Books
    Primary (grades 1-2-3)
    Intermediate (grades 3-4-5)
    Middle School (grades 5-6-7-8)
    YA (grades 8-9-10-11-12)
Chapter 10: Tolerance

Related virtues: Acceptance, Patience, Equality, Justice, Moderation, Mercy, and Temperance

Definition: The capacity for or the practice of recognizing and respecting the beliefs or practices of others.

Quotes:
Anger and intolerance are the twin enemies of correct understanding. Mahatma Gandhi
Nothing dies so hard, or rallies so often as intolerance. Henry Ward Beecher
The greatest problem in the world today is intolerance. Everyone is so intolerant of each other. Princess of Wales Diana
The highest result of education is tolerance. Helen Keller
The test of courage comes when we are in the minority; the test of tolerance comes when we are in the majority. Ralph W. Sockman
Tolerance it a tremendous virtue, but the immediate neighbors of tolerance are apathy and weakness. James Goldsmith

Tolerance in Action:
• Be accepting of others who are not like you
• Be understanding of those with different beliefs and cultures
• Be patient with classmates who are not as capable as you
• Treat others fairly
• Help to make sure that justice prevails
• Use computer games in moderation
• Show mercy in dealing with your classmates
• Have patience with younger siblings

People who have demonstrated this virtue:
• Coretta Scott King
• Susan B. Anthony
• Marie Curie
• Babe Didrikson Zaharias
• Amelia Earhart
• Ben Franklin
• Ruby Bridges

Discussion Questions:
• Does your concept of fairness change?
• Would getting to know a person better help you to be more tolerant?
• Will there be a time when everything is fair?
• Is being different a bad thing?
• Why is it important to be tolerant of others?
• Are all laws fair to all people?
• How do you feel when you are being treated unfairly? What can you do?

Related Topics to Explore:
• Ethnicity
• Multiculturalism
• Japanese Internment
• Holocaust
• Prejudice
• Ku Klux Klan
• Equal Rights Amendment
• Title IX Funding for Women’s Sports in Higher Education
• The United States Court System

Annotated Titles

Picture Books:

   Nora and Jo-Jo’s grandparents are getting a divorce. The sisters find this very distressing and try to get their grandparents to stay together. In the end they find that they can cope with this new and upsetting situation because each grandparent makes special efforts to spend time with them. (K-4)

   Olivia is a pig with endless energy. She loves the color red and when she tries to decide what to wear – she tries on every single outfit in her closet. She admires paintings at the Metropolitan Museum of Art and comes home and creates her own work of art on the wall. When she goes to the beach she builds a sand-castle that resembles a New York City skyscraper. She always totally exhausts her mother. (ps-3)

   Preschooler Harriet Harris is always making a mess - spilling and dripping everything. Her mother’s blood pressure rises and she yells a lot. Harriet says she sorry
after these things happen. Harriet and her mother can get upset but they know they will always love each other. (ps-2)


In segregated Nashville, in the early 1950s, ‘Tricia Ann asks her grandmother if she can go someplace special. Her grandmother is not sure that she wants ‘Tricia Ann to go off by herself, but finally lets her go. On her walk through town she is chased from a hotel lobby and reminded that she cannot enter the movie theater through the front door and that she must sit way up in the balcony. But she eventually gets to the place where she is welcome – the someplace special is the public library. (ps-3)


Mole spends his time digging underground all by himself. One night while watching television he hears a musician playing the violin and wishes he could make those sweet sounds, too. He begins with the usual squealing and squeaking but eventually his efforts become melodic. The illustrations show how Mole’s years of practice and resulting sweet music have affected the animals and humans around him. (00-5)


Little Whistle is a guinea pig that lives in a toy store. Every evening when Toytown closes, Little Whistle wakes up, puts on his blue pea coat, and plays with his friends, the toys. (ps-2)

**Primary (grades 1-2-3):**


A little girl goes for a walk with her father, and they find a big egg in Miller’s cave. She is told to stay away but she just has to check on that egg everyday until finally a tiny dragon pokes its head out. She names him Hank, feeds him, and reads to him at night. The dragon turns out to be an asset to the farm. Soon Hank draws a lot of attention and crowds of people. The little girl directs Hank to an island in the middle of the ocean where there are dragons everywhere. When it is time for the little girl to board her plane alone, Hank loads her up with dragon eggs, since she knows so much about raising dragons. (ps-3)


Junie is the first one in the first grade to have a wiggly front tooth. She is very concerned about her appearance when the tooth finally comes out. And she is very worried about the Tooth Fairy. Who is this lady? What does she do with all the teeth she takes from little kids? (1-4)

A young boy and his father, who was deaf, follow the career of Jackie Robinson. His father, who has suffered prejudice, learns as much as he can about Jackie. He even tries to play catch but is unable to catch a ball. That changes during the last Dodgers game. Jackie catches the last out of the game and tosses the ball into the stands. That’s when dad reaches up and catches the ball bare handed, a first. (2-5)


Two girls, one white and one black, are separated by a fence and each keep to their side. One day, Clover approaches the fence and meets Annie. They spend the summer getting to know each other while sitting on the fence. (00-up)

**Intermediate (grades 3-4-5):**


Ereth is a porcupine who lives in Dimwood Forest and is convinced that his friends have forgotten his birthday. So he goes off in search of salt, his favorite treat. Instead, he finds a mother fox dying in a hunter’s trap. She begs him to look after her three kits and he agrees. He soon realizes that looking after three growing fox kits is no easy task. (3-7)


Peter Hatcher is now entering the seventh grade and five year old Fudge is currently obsessed with money – he has even created his own Fudge Bucks. The family takes a trip to Washington, D.C. to visit the Bureau of Printing and Engraving and they meet Mr. Hatcher’s long lost cousin, Howie and his family. They come to Manhattan to visit the Hatcher’s and they stay with them in their crowded apartment. Cousin Howie’s children, twin girls, Flora and Fauna and four year old Farley become a great source of embarrassment for Peter. (3-5)


The North Vietnamese soldiers drive twelve year old Kia Vang out of her small village and they flee to Thailand. Due to a mix-up, Kia’s mother and grandmother are left behind when her brother, grandfather, and Kia emigrate to St. Paul, Minnesota. Kia’s brother Xigi loses the Laotian ways, spends little time in the apartment, and is not willing to help Kia and her Grandfather. Kia makes friends with Hank and her son, Sam, who are very kind to her. Grandfather reminds Kia that people, “must learn to trust each other to make our lives good.” (4-7)


This story is told through two differing viewpoints in alternating chapters. Samuel is fourteen years old and a Quaker who is having mixed feelings about his society’s stance on nonviolence. Stands Straight is an Abenaki Indian whose mother and brother are killed by some drunk white people. The Abenaki are asked by the English to attack
the Americans. The Abenaki come upon the Quakers when they are together at a meeting. Stands Straight notices that the people are unarmed and that they leave the door partially open to show that all are welcome. The Indians bravely enter the cabin and feel welcome. Both Samuel and Stands Straight have a change of heart as they exchange friendship. (4-6)


This story is narrated by Kenny, nine years old, about his middle-class black family, the weird Watsons of Flint, Michigan. Kenny's thirteen year old brother, Byron, keeps getting into more and more trouble. The family decides to visit grandma in Birmingham – because she is the only one who can make an impression on Byron. They happen to be in Birmingham when grandma's church is blown up. (4-7)


“Joey Pigza is wired. Really wired.” Joey’s actions are unpredictable and spontaneous. When he is on medication, Joey is focused but when it is no longer effective he may swallow his household key or walk on the highest beam in a barn on a school field trip. Because Joey is endangering himself and others, he is sent to the Lancaster County Special Education Center for further evaluation. Will Joey get the help he needs for his physical and mental well being? Will he ever return to regular school? (4-6)


The Nazis march into a small French village and terrorize all inhabitants including little Monique. Monique dreams of a little ghost child sitting on her bed, and wakes to discover the little girl is real. She is Sevrine, a Jewish girl, who is hiding with her family in the basement. Monique and Sevrine become good friends until they are discovered by the Nazis and both families have to run for their lives. This book is based on a true story. (1-5) for older readers


In the year 1473, in Korea, there live two brothers, Young-sup and Kee-sup. The brothers are very good at making and flying kites. The young king of Korea comes to them for help with making and flying a kite. He then wants them to fly a kite for him in the New Years Kite Fighters contest. (4-7)


Joseph is from a small town in Kentucky and the story takes place just before the Civil War. Joseph’s step-father is an abolitionist yet Joseph grows up with slaves in his household. He is faced with a dilemma when he discovers two runaway slaves in his barn. (3-6)

Fred and Phoebe are a recently married woodchuck couple. Fred is expecting to continue his orderly life. But Phoebe finds a deserted child, adopts her, and calls her Margaret, after her mother. Life is not the same as Margaret wrecks their home, eats all their food, and grows and grows. In the end Margaret finds her family and Phoebe and Fred get to settle down with their new woodchuck baby, Patience. (2-4)

**Middle School (grades 5-6-7-8):**


During World War II, Miss Muller is thankful for her teaching job in an English boarding school. Her father is deceased but was a Nazi officer and her mother is English. Miss Muller is the girl’s favorite teacher. Then the English go to war with Germany and the girls became suspicious of Miss Mueller when they discover her leaving her room at night. Jessie follows Miss Mueller and searches her room for evidence about her father. The girls continue to follow Miss Mueller with surprising results. Jessie learns from Miss Mueller, that when you love someone you do not have to agree with all that they do and it is wrong to feel ashamed of them. (5-7)


This story is told completely in dialogue by three of those involved in the largest slave auction in America. The three are a slave, a master, and a slave seller. The story revolves around twelve year old Emma, a slave who works for the master, in his house, and takes care of his two children. The slave seller is sure that Emma will bring a good price. (5-8)


The story takes place in 1975, in Boston, when the Gold Dust Twins, Jim Rice and Fred Lynn, play for the Red Sox. Seventh grader, Richard Moncreif, thinks only of baseball, until a new student from the Dominican Republic enrolls at his parochial school. Napoleon Ellis is black, upper middle class, well-spoken, plays cricket, and they become friends. Richard has a dream that the two of them will become the next Gold Dust Twins for the Red Sox. However, Napoleon does not share that dream and the racial tensions caused by the 1975 Boston busing controversy eventually destroys their friendship. (5-8)


Julia Song, a seventh grader and the only Korean at school, and her friend Patrick, decide to raise silkworms for their science project. They hope to win a blue ribbon in the state fair. Julia, however, is concerned about the way the project might be accepted at the fair – she wants an American project – this is a Korean project. The author alternates a chapter of story with a chapter of conversation between Julia and the author talking about writing the story and developing the characters. (5-9)

The setting is Hawaii and the story tells of Tomi and his Japanese American family just before the bombing of Pearl Harbor in 1941 and the racism, hostility, and adversity they suffer. (5-8) Scott O’Dell Award winner for historical fiction.


Caleb’s dad is having major money problems, so Caleb leaves his private school and travels alone across Texas to live with his grandmother. In the 1850s in Texas, there is a law that makes it a crime for anyone to help a runaway slave. So when an escaped slave saves Caleb’s life, he has to make up his mind as to whether or not he will join his cousin and grandmother who are secretly aiding runaway slaves. (4-7)

YA (grades 8-9-10-11-12):


This is a flash back from David’s point of view. He goes back to Hamburg as an American interpreter and flashes back to 1933 when he lives in Hamburg and attends the German School. Gradually the situation deteriorates and David is told he is half Jewish. He maintains his relationship with his German friend, Armin, who warns him of the upcoming Kristallnacht. David is one of the last to leave Germany bound for the United States leaving his cousin and uncle behind. Armin protects himself by acting inhumanely to the Jewish people. He becomes a member of Hitler Youth and the Nazi Party. In the end, David holds Armin’s life in his hands the same way Armin held his family’s lives in his hands in 1933. (7-up)


Twelve year old Jason is the last to see his seven year old neighbor alive. She is brutally murdered, her body found covered with leaves in the woods. It is a high-profile case, there is no evidence, but the police call in a well-know interrogator named Trent, who always gets a confession. When Jason meets Trent he thinks he is helping. His father is away on a business trip and his mother lets him go off with the police assuring him that he has a duty to assist. The end results are devastating for both Trent and Jason. (7-up)


This is a fictional account of the murder of Emmett Till who is a black teenager from Chicago. The story is told through the eyes of Hiram who can’t understand why his own father does not want to visit his family and hometown of Greenwood, Mississippi. At first Hiram is excited about visiting his grandfather, but after participating in a racial confrontation he begins to understand his father’s thinking. When Hiram attempts to share his left over lunch with Emmett, a local bully, R.C., forces Emmett to the ground. R.C. humiliates him by cutting open a fish and stuffing the innards into Emmett’s mouth. Hiram is ashamed of himself because he stands by and lets it happen, while Emmett thinks Hiram is a friend despite the difference in color. Emmett is tortured and murdered
for whistling at a white woman but the thinking at the time in Mississippi is that he
brought it upon himself. (6-8)

The triangle of James, Link, and Ellen changes when Ellen attempts to really get
to know her brother. She asks Link if he and James are a couple. This sets off a chain
reaction. Link starts dating Polly which pleases his father so much that he gives Link an
extra allowance. Ellen has always been attracted to James and they become a couple.
Ellen knows that James has had relations with other men and that he probably will have
men and women in his future. Ellen realizes that one is only going to know someone just
so far, that there are limits, for example, Link and James. (7-12) for mature readers

ISBN 0-8050-5599-1
Marne is unafraid of work and attracts the attention of the lord’s middle son.
When her father suffers a stroke and is unable to work, Marne agrees to marry Isake so
that her family can remain in the overseer’s house. Isake and Marne relocate to the
fishing hamlet of Torcurra. Isake falls to his death from the roof of their little cottage.
Marne befriends a youth that everyone, except the kindly priest, thinks is a madman.
Marne learns that he is not mad but deaf. She develops a sign language so that they are
able to communicate. The local townspeople are suspicious of anyone that is different.
They believe that Marne is a witch who put a curse on her late husband and converses
with Raven, the madman. They put her on trial as a witch. How will she be able to
survive the trial ahead? This tale belongs to any time, even our own; it is about prejudice
and ignorance, and a young woman wrongly accused, who is guilty of only one thing-the
unforgivable crime of being different. (7-up)

Maggie Pugh lives in Kinship, Georgia. She receives her first camera from Zeke
who buys and sells his wares on the main street. The camera allows Maggie to see
beyond the lens into the thoughts and hearts of her family and people she grew up with,
both black and white. Zeke also is instrumental in getting Maggie a job cleaning house
for George Hardy, a black civil rights lawyer who lives outside of town. During the
summer of 1960, Maggie witnesses an inhumane act inflicted upon Zeke, initiated by
Vigil Boggs, her neighbor. It is a summer of civil rights and resistance and Maggie is the
key to the changes ahead. (7-12)

Sixteen year old Steve Harmon is on trial for felony murder. The prosecutor calls
him a monster because of his role in the murder of a convenience store owner. But was
Steve really the lookout for those involved in a robbery? Steve wants to be a film writer
so he records his impressions of the trial, the crime scene, and his jail time in movie
script layout alternating with journal entries – presented in a “handwritten” typeface in
the book. (7-up)

Abbie Thompson is very angry at her father. He has left the family for a younger woman and now her mother is very depressed and her younger brother is very angry. Abbie is arrested after throwing rocks through the girlfriend’s window. As her punishment she is assigned to look after a bad tempered, old woman, Mrs. Merkel, who is part of a group trying to put an end to scams on older citizens. When Mrs. Merkel is attacked and hospitalized it is up to Abbie to try to find out who did it based on illegible scribbling left in an old notebook by Mrs. Merkel. (6-9)


Fourteen year old Jason Miller describes his town and life as incredibly dull. But when his best friend dies of apparent appendicitis, things start to change dramatically. Jason learns that his best friend didn’t really die but has been transformed into an alien. His parents are aliens and his friends are training for an alien invasion which will be the second attempt, the first one having failed, leaving them on earth alone. (7-12)


Born on the Mongolian steppes during the reign of Kublai Khan (1339), as an infant, Oyuna’s foot is crushed by a horse and her family believes she is cursed. When she is thirteen years old, she sets off on a journey disguised as a boy with her white mare and her cat. Oyuna has a special gift with horses; she can hear them speak. She goes in search of the perfect white horse belonging to Kublai Khan so that she can win a race. The story is told by an elderly Oyuna to her granddaughter as they await the birth of a foal who is the direct descendent of Oyuna’s beloved mare in the story. (6-10)

**Nonfiction:**


Ruby Bridges is one of four black girls sent to two different all white schools in New Orleans by a judge in 1960. Ruby attends the first grade at Frantz Elementary School. In order to do so she is accompanied by federal marshals who protect her from people who do not want the schools integrated. Ruby is the only child in the school; the white parents will not send their children to school. Ruby is very brave to face the angry mobs day after day. Every day Ruby prays for the people who are so angry and later in the year children gradually come back to school. (1-4)


Over 5,000 blacks join the Continental Army in the Revolutionary War. The author retells the history of the Revolutionary War including details about the blacks who join the army freely or are forced. (5-9)

Marian Anderson does not set out to be a symbol for Civil Rights. She is born in 1897 in South Philadelphia. Her father dies when she is quite young, forcing her mother and two sisters to move in with her grandparents. When she finishes grade school, there is no money for high school or music lessons so her first voice teacher is a local well-known black soprano who refuses any payment. When she travels in the segregated south, she is not allowed to stay in a hotel and the audiences are segregated. As her audiences grow larger, her sponsors ask that she sing at the DAR Auditorium in Washington, D.C. which is against their policy. The first lady Eleanor Roosevelt resigns from the organization when they turn Marian Anderson down. Her supporters are not discouraged instead they make arrangements for Marian to sing standing on the steps of the Lincoln Memorial to a crowd of 75,000 people. (5-9)


Full page posters and accompanying one page text describe thirteen “women of color whose persistence and vision gave society hopefulness and inspiration—an inspiration we still see today.’ They include: Ida B. Wells-Barnett, the Delany sisters, Septima Poinsette Clark, Ella Josephine Baker, Fannie Lou Hamer, Ruby Dee, Maya Angelou, Toni Morrison, Marian Wright Edelman, Alice Walker, Alexa Canady, and Mae C. Jeminson. Additional women of hope are divided by professions and included for further study at the end of the book. (3-7)


World famous physicist, Madame Curie, discovers radium and radiation. With her husband, Pierre, together they win the Nobel Prize in physics. Eight years later, Marie wins the Nobel Prize in chemistry. Their discoveries save many lives. (1-5)


This is the true story of Jackie Mitchell, a seventeen year old girl, who pitches for the Chattanooga Lookouts. In 1931, they are playing the New York Yankees. Jackie’s hard work over the years comes in to play when she strikes out the mighty Babe Ruth and Lou Gehrig. (K-3)


Kinderlager is a special section of the Auschwitz-Birkenau concentration camp which houses the children. This book documents the lives of three of these children, before the war, life in the concentration camp, liberation by the Soviets, and life after the war. At the time of the Soviet liberation the world does not take much notice, but this is the true story of three of the youngest survivors of Kinderlager. (6-up)

These are the stories of ten freedom fighters from the eighteenth century to the present day. Each of these women has something in common; they speak out for what they believe in an unequal world. They include: Sojourner Truth, Biddy Mason, Harriet Tubman, Ida B. Wells-Barnett, Mary McLeod Bethune, Ella Josephine Baker, Dorothy Irene Height, Rosa Parks, Fannie Lou Hamer, and Shirley Chisholm. (4-7)


Coretta Scott King continues to fight for civil rights of poor people and minorities long after her husband, Martin Luther King, is shot and killed. She continues to fight for peace and human rights through nonviolent protest and the highest principles of law and order. (4-7)


The primary sources of Ben Franklin’s autobiography, letters, and writings are used to write this biography. Ben Franklin, writer, printer, inventor, scientist, and diplomat is one of the most important men of the American Revolution. (3-6)


Marian grows up in south Philadelphia and her reputation grows. Members of her church promise to pay her tuition if she is accepted at music school. When she goes to the school, she is ignored and told that colored are not accepted. This shocks Marian; she thinks that music transcends prejudice. Marian continues to sing in churches and is invited to sing to separate audiences, one black and one white. When she goes to audition with the famous Giuseppe Boghetti, a master singing coach, Marian is told he does not have room for any new students. Marian begins singing and is accepted immediately. She travels to Europe and performs in many concert halls. When she returns to the United States in 1939, she is faced with discrimination once again. Many halls are closed to her because they have a white performers only policy. It is determined that the only place large enough to hold an audience is on the steps of the Lincoln Memorial on Easter Morning. Marian, afraid that no one would come, sings before an audience of 75,000 people. She closes the program with “Oh, nobody knows the trouble I see, Nobody knows my sorrow….“ (1-5)


This is the story of Leon Walter Tillage as spoken on tape to Susan L. Roth. Leon currently works as a custodian at the Park School in Baltimore, Maryland where he gives a speech about his life as a part of the curriculum. Leon is the son of a sharecropper and grows up in North Carolina in the 1940s. His life is about hard work and getting an education in an inferior school. It is about walking home from school and being passed by the white kids in the bus who holler and call names. When this happens, the black children run and try to hide but sometimes the bus stops and the white kids get off and throw stones at whomever they can. Leon witnesses his father being intentionally run over and killed by some drunken white teenagers, who are never punished for their
actions. “In those days, blacks didn’t have any voice at all, and there was no such thing as taking the white man to court. You couldn’t vote; you weren’t even considered a citizen.”


Sammy lives up to his father’s words, “In America, you can achieve anything if you set your heart to it.” He becomes a champion despite the fact he is of Asian descent and discriminated against. For example, he is allowed to swim only on those days when they allow people of color. In 1948, Sammy wins the bronze and gold medals for diving.
References


The book begins with sample writings by seven different authors, then essays by ten students. In the chapters, Expanding the Curriculum and Reflecting Our Lives, nine educators share ways to use multicultural literature paired with various topics and subjects. The appendices include a source guide for locating multicultural literature for young adults and an annotated bibliography.


This book looks at literature grouped according to various borders: physical, cultural, and inner borders. It covers how to use the literature of diversity through individualized reading, literature circles, thematic units and challenges. There is a chapter on selecting diverse literature including bias, authenticity, quality and balance. The appendices group books by theme, culture, and genre.


This is an excellent title for teen and adult reading as it covers all areas of diversity in a straightforward manner. It provides suggestions for making positive changes, describes programs that are working, and offers addresses and web sites of helpful groups and organizations.


This book is organized by cultural identifier: people of color, region, gender, family, exceptionalities, aged, religion, and work. Each section features five titles. There are several activities for each title.


Fifty titles for middle school readers are featured in this book. A framework is followed for each title: awards, characters, character traits, setting, plot, discussion questions, projects, vocabulary, and information about the author. The titles are all organized by culture and there is a list of useful web sites at the back of the book.


This is a literature text for university level classes. It contains an introduction to multicultural literature and then chapters on each: African-American, Native American, Latino, Asian, Jewish, and Middle Eastern.

The author provides information on the historical factors that made immigration necessary, desirable or possible for the United States and Canada. Data is taken from the 2000 U.S. census and the 2001 Canadian Census as well recent census for each country. All entries are cross referenced, concise and in alphabetical order.

**Annotated Professional Journal Articles**


The authors determined that careful selection of multicultural picture books can assist children in understanding a wide variety of diversity issues. These issues can include gender, age, mental disability and ethnicity. The books can also serve as a springboard for further discussion and research on diversity issues.


Beginning with preschool children, it is important to respect and understand differences, languages, books, artifacts, holidays, family connections by teaching children to work collaboratively. The article lists a variety of resources for teachers and parents.


This article describes the research that shows that racial integration does not result in improved achievement. On the other hand, socio-economic integration has a substantial impact on improving achievement for low socio-economic students regardless of race.


Rather than focusing on the services immigrant children require, this article highlights the positives that immigrant children bring to classrooms across the country. The article describes the experiences of Annandale High School students in Virginia. Students learn about the reasons the immigrants are here, they learn differing points of view, they watch them work hard to achieve a better life for themselves and their families.


Author/librarian Susan Lempke realized that the 1990’s brought a surge in the number of new immigrants coming to the United States. She wanted to see if the picture books in the library fairly represented the students served by the library on a daily basis.
The article is full of statistics including the fact that of 216 books 116 featured only white characters. Only seven of the 216 featured African American main characters. The article carefully categorizes the 216 books and demonstrates that we are not doing a very good job of serving the students in our changing communities.


This article highlights titles that feature food, fashion, fiestas, folklore, and famous people. And more importantly literature, philosophy, social, economic, and political issues involved with diversity. Many titles are annotated and there is a section of information about author Pam Munoz Ryan.


In order to help teachers select appropriate materials for teaching multicultural literature, the author of this article has developed some guiding principles. An example of these principles includes – check authenticity, understand the world of ethnic characters, see the world through the characters’ perspectives, and identify values that shape conflict-resolution strategies.


It is important to provide many opportunities for discussion when reading multicultural literature. Recognize the power of stories to help children develop a sensitive perspective on diversity issues and to value literature describing other cultures and different experiences.


It is important to introduce young children to diverse cultures using quality picture books. These books can serve as learning tools as well as a source of affirmations. However, not all picture books provide a realistic view. The article addresses authenticity and states that there is not enough criticism of titles available to help adults make good choices. Adults need to be aware that sharing one book is not enough to address the diversity issue. And there simply are not enough accurate titles available today.


This article includes many statistics about changing demographics in United States public schools and concludes that in 2020, minorities will comprise one half of the students in our nation’s public schools. We need to move away from the emphasis on food, festivals, folklore, ad fashion which emphasizes the differences and instead we need to teach understanding, respect, and similarities and work hard to transform existing
attitudes. The article also includes guidelines to selecting good multicultural literature for students.


Some amazing statistics about the current foreign born population of the USA today are listed in the beginning of this article. It is important to give these students a place in the classroom and to provide them with the help they will need to be successful.

**Internet Resources**

Books written in two languages
- [http://www.fpg.unc.edu/~nv/pages/res_books.cfm](http://www.fpg.unc.edu/~nv/pages/res_books.cfm)

A World of Difference Institute: Recommended Multicultural and Anti-Bias Books for Children in Grades K-6
- [http://www.adl.org/bibliography/](http://www.adl.org/bibliography/)

Cynthia Leitich Smith

Understanding Prejudice.org
- [http://www.understandingprejudice.org/](http://www.understandingprejudice.org/)

Reading Is Fundamental’s List “100 of the Decade’s Best Multicultural Read-Alouds”
- [http://www.rif.org/educators/books/100_best_multicultural.mspx](http://www.rif.org/educators/books/100_best_multicultural.mspx)

Diversity Central (focuses on business statistics)

Teaching Tolerance Magazine – free publication
- [http://www.teachingtolerance.org](http://www.teachingtolerance.org)

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