

# MULTICULTURAL TEXT SET

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# PICTURE BOOKS

Pinkney, S. (2000). *Shades of black: A celebration of our children*. New York, NY: Scholastic Inc.

Shades of Black is a story about African American children and how there are so many variants of them in the world. The story is written in poetic verse and is supported by the photography that illustrates the poem. The photographs are of children on African American descent in all shades of black. The story is a true celebration of the color black and how, what it means to be black had changed as our culture has been mixed and colored with many other cultures over the years. The author's intent is to awaken the world that we live in, bringing to light that to be black is to be beautiful and that though we are black, we all come in various tones and hues, whether it be eye color, hair texture, and skin tone.

### *Shades of Black*

I would use this book as a historical piece in my classroom. It could possibly be used to show the many different aspects of the black Diaspora and how the face of African American culture has changed over time. Teacher may also use this resource as a look into how photography can influence and affect the words that are on the page. As far as the text is concerned teachers could use this resource in a poetry unit - looking at the structure of the language, the meter of the verse, and details, word choice, etc. This could also be a graphic tool, to help promote diversity in the classroom community. As a community building tool, you could read this as a read aloud, and then photograph your students and have them write their own poems. From this, you will create your own photo novel that can be displayed in the classroom for all students to enjoy. For students who may be interested in photography, this is a great resource for them to utilize as an introduction to the power of photography and language in literature.

Kyuchukov, H. (2004). *My name was Hussein*. Honesdale, PA:

Boyds Mills Press, Inc.

This story is about a young boy named Hussein and his family whose ancestors migrated to Bulgaria from India. He shares with the readers all the good times that he and his family have in Roma, the city where they live, during the Muslim holiday or Ramadan. He shares with us, the readers, all the various customs of his culture, such as the wearing of special clothing by both men and women and the painting of the hands by women. He talks about the wonderful foods that they cook and eat and about his visits to his relatives during these special occasions. He shares with us the history of his name and how he is proud of the name Hussein, which is Arabic for "handsome." However, the story changes drastically when the city he lives in is taken over by a militia group and his family is forced to denounce their culture and religion. They had to take Christian names in order to be people and live. Now he does not know who he is!

### *My Name Was Hussein*

Teachers can use this resource a discussion lead into racial and religious prejudices. This could also be a tool for teachers to use as a precursor into students studying the country of Bulgaria and the religious and political movements by government control that occurred their.

Teachers can also use this resource for various writing activities and for think aloud. Students can write or think about events when they or someone they know has experienced prejudices. Teachers may also extend this activity to include current events that students are familiar with, locally, nationally, and internationally that deals with the same issues. Teachers can use this resource to help students write about their experience with culture and religion, what are some of the practices they observe during the holidays that they recognize and celebrate?

Teachers may also pull from this a name study or research project. Students would research the origin of their name, what it means, and explore how and why their parents made that decision about his or her name. One other type of study that teachers could focus on is the idea behind being forced to do something that you do not want to do. Students can explore a time when they had to complete a task that they did not want to complete (outside of school).

Recorvits, H. (2003). *My name is yoon*. New York, NY:

Farrar, Straus and Giroux.

This is a book about a young Korean girl who struggles to make a swift transition into American culture. She is a product of Korean society and is now being told that she must forget her heritage and become Americanized. She is constantly encouraged by her mother and father to relinquish her grasp on Korean culture and embrace American culture. However, she is very reluctant to do so she honors her parents' wishes and begins to learn how to read and write English but she is very confused because unlike her native language many of the English characters and words stand-alone. This is similar to her own experience because she stands alone in this new culture. She is afraid that she will lose her name and her identity and toils with being something more American. However, she learns that to be different is okay and that though she lives in America, she will always be Korean and Korea will be always be apart of her. She is Yoon and it still means Shining Wisdom.

### *My Name Is Yoon*

Teachers can use this resource to help students the struggles many immigrants face when they come to America. Teachers can use this as a tool for students to begin a name study and how it affects who they are as individuals. Teachers can also use this resource to explore a time when we wanted our names to be different and have student students write a journal about this time. They could also write a story or a brief statement of if they can change their name for a day what would it be and why. This resource could also be a tool for community building and have students work in pairs to talk about their names and then students introduce one another to the class. Teachers can also use this resource as a read aloud. They can then use this read aloud to foster talk around literature, focusing on how many immigrants lose their culture and identity when they Americanize.

Say, A. (1993). *Grandfather's journey*. Boston: Houghton Mifflin Company.

Grandfather's Journey is a story about the grandfather's travels from Japan into America and how his grandfather assimilated into American culture. It then tells of the grandfather's travels in America and how he falls in love with American society, especially the cities, culture, and all they different things that America has to offer to him. Soon the grandfather, who is not given a name, begins to miss Japan. He returns to Japan, his first love, and we begin to realize how war devastated their lives. Upon returning to Japan, his grandfather marries his long time sweetheart. They return to San Francisco and have a daughter. He again begins to miss Japan and he returns there. However, upon being there he realized that a daughter from San Francisco cannot be raised in a Japanese village and he buys a house in a large city near his old village. The story then changes gears and the author, the son of the daughter, begins to talk about his own desires to see the land (America) that his grandfather fell in love with. When he is old enough he visits America and just like his grandfather did, he falls in love with America and realizes who is grandfather is and was.

### *Grandfather's Journey*

Teachers can use this resource in variety of ways. For instance, one way to use it is as a story to help teach point-of-view or frame of reference. They may also use it to study a story within a story. If teachers are going to use it as a read aloud perhaps, consider it as writing prompts. They could tell their own family stories. Another way to use this resource is for a precursor to writing an autobiography or biography. Perhaps they could tell their own stories and this could be an example of how to do so. We could also use this as a historical piece to talk about the Japanese experience in America. Another focus is to use this resource as a way to study the importance of details in writing. This story is very specific about the various things that they enjoy and we can explore this idea in our own personal writing. Another great idea that can come from this book is a cultural study of a foreign country that we would like to travel to. From this study, students can create travel guides for these countries and it could be a quick reference guide into other cultures for all students to enjoy.

Diouf, S. (2001). *Bintou's braids*. San Francisco: Chronicle Books.

This book is about a young girl, who wants to be just like her older sister and other women in her family and have braids. She does not just want braids, she wants braids, but she wants braids that are unique, long and interwoven with shells and gold. However, she is very disappointed when she is told that she is not yet old enough for braids. She can get cornrows, but she thinks that they are so boring. One day her grandmother comes to the village in which she live in for the baptism of her baby brother. She enjoys the special time she spends with her grandmother and she dreams that night of a time when she is older and can get braids. The next day is the baptism festivities and she enjoys the times, especially the food. She then overhears the women talking about and showing off their braids. She becomes jealous and then she realizes that this depresses her. She goes off alone to the beach, her favorite spot to think and when she does, she sees her two cousins about to drown. She goes to get help and they are rescued. As a reward, she gets to ask for anything that she wants. She asks for braids and she gets them. Her braids are unique and beautiful.

### *Bintou's Braids*

This resource can be used as tool to discuss the importance of hair in a culture that is deeply rooted in appearance. From this book, we can discuss how important hair is to us and why we choose to wear our hair in certain styles. We can also look at this as a cultural piece. From this, we can study the different eras and how hair shapes the culture that we live in and popular culture. We can do a multi-genre study, looking at art, music, etc., and the impact of hair in these genres. We can also look at different ethnicities and how hair changes in these societies. Other things that we can pull out from this resource are the ideas of wishes and how they come true to those who wait on them. We can also look at dreams and how they play a role in literature. Then we can have a dream study, looking at dreams from other texts, and how they all follow some type of pattern. We can also pull out the idea of jealousy and how these things sometimes forces us to want to grow up to quickly.

YA NOVELS

Ellis, D. (2001). *The breadwinner*. Buffalo, NY: Douglas & McIntyre.

Many strict laws and regulations were imposed on girls and women. Since 9/11, yet another government has taken control of the country and life is changing once again. Life is very different in Afghanistan from what we know in the United States. *The Breadwinner* tells the story of how one family has learned to survive in a country at war during Taliban control. The story centers on a young girl, Parvana, whose family is well educated because of Western books in their home; her father even read letters for people in the market place. When he is arrested for having studied overseas, Parvana takes over the responsibility of feeding the family. She cuts her hair short, dresses like a boy and works in the marketplace. There is the constant fear that someone will discover she is not a boy. While working, she meets a friend from school, Shauzia, who also works there. Together they sell cigarettes. Shauzia suggests that a great way to earn a lot of money is to dig up skeletons and sell their bones. Despite the disrespect and regret, they feel doing this; they know they will make more money selling the bones.

### *The Breadwinner*

Teachers can use this resource in a variety of ways. For instance, in a classroom where the population is becoming more and more diverse we can use this resource as a tool to help students understand what is going on in countries that we have ties with, but that we may not necessarily know of. This could also be a resource for teachers to introduce the idea of laws that are dividing the lines between women and men. If you were working with a group of students and doing a unit on war novels, this would be a great tool because it is a story about a family's struggles to survive during war. It is also a great piece to go along with a study of 9/11 and its impact on the world that we live in. This is a great resource for us to utilize as well if we wanted to do a gender study on female protagonists. A great opening activity to introduce this novel would be a scavenger hunt about Afghani culture.

Woodson, J. (1998). *If you come softly*. New York, NY: G. P. Putnam's Sons.

After meeting at their private school in New York, fifteen-year-old Jeremiah, who is black and whose parents are separated, and Ellie, who is white and whose mother has twice abandoned her, fall in love and then try to cope with people's reactions. In the book, told from Ellie's perspective, the two young teens meet when Jeremiah comes to her school, Percy Academy, to play basketball. When they met, they made a connection and they began to fall in love with one another. However, they meet conflict when people are not accepting of their relationship, because she is white and he is black. She knows that her parents will not be accepting of their relationship. They are happy in love, until one day Jeremiah, after taking Ellie home, runs through Central Park not hearing that the police had yelled for him to stop because he was engulfed in thinking about Ellie. He is shot because of racial profiling and he dies thinking of Ellie. The story comes to an end with Ellie attending his memorial services and then three years later she is thinking about Jeremiah and how she wished she had told her family about him, perhaps he would have not died.

### *If You Come Softly*

Teachers can use this resource as a tool to approach the idea of interracial relationships and how we perceive them in society. Though many may not approach this idea, I believe that it is important to study that idea in a multi-cultural unit. Teachers can also use this as a tool for point of view, dialect, and dialogue. Other things that we can take from this book are the idea of teenage love and then move on to a study of where this idea shows up in other texts that we may have read. Teachers can also use this resource as a tool to show how poetry can shape a story and how the two can be interwoven together. We could also just look at relationships in general and discuss what is and is not acceptable in certain cultures. I would use this as a read aloud and pull out various mini-lessons from the text, such as poetry writing, grammar, etc. I would also have students look at telling the story from Jeremiah's perspective and how it may or may not be different.

Cisneros, S. (1984). *The house on mango street*. New York, NY: Vintage Books.

This book is about a young Esperanza, who lives in the Latino section of Chicago. Her neighborhood is one of harsh realities and harsh beauty. Esperanza does not want to belong to this neighborhood that she lives in. She thinks that it is rundown and that nothing could possibly come from it. She resists the low expectations that the world has for her. She grabs power and begins to invent what she will become. The story is told in short vignettes that all deal with various aspects of her life, but follow a steady progression to her ultimate realization that she has become too much for Mango Street and that it can not hold her forever. She makes the decision that she must leave Mango in order to be who she wants to be. During this time on Mango, she matures sexually and emotionally. She realizes that through her experiences on Mango she could never allow herself to be contained by its restraints on life.

### *The House on Mango Street*

I can use this resource for several things in the classroom. For instance, I could go into a name study, using the vignette where Esperanza wants to change her name. I could have students immerse themselves in a writing experience that will allow them to explore the idea of names. I could also pull in the line from Romeo and Juliette "what's in a name." I would also look at students writing their own stories through a series of vignettes. I of course would turn that into a multi-genre paper, where students could use various genres to explore their own biographies. Other things that I would pull out from this text are the idea of poetry and its use in making text more vivid, the idea of shoes and walking in others shoes; having students be someone else for a day and actually have them live that experience, and perhaps even the idea of self identity and our struggles to define who and what we are and are to become.

Na, An. (2001). *A step from heaven*. Asheville, NC: Front Street.

Young Ju is four years old when she is told that her family is leaving Korea to live in Mi Gook, which she later discovers is America. After the long flight from Korea to America, she quickly realizes that it is not at all like the heaven she thought it would be. This story follows her life from the time she is four years old and is just entering America until she is about to begin college. Her character changes drastically as she moves from being a child filled with hopes and dreams to a young woman who is hardened from the various experiences that she has had. She struggles to become the "Mi Gook girl" her mother wants her to be. To do so she would have to lose some of her Korean identity. However, just as soon as she learns the American culture, her parents are afraid she has forgotten her past. Young struggles with life because she doesn't want her new American friends to see how "weird" her parents are or the poverty in which they live, so she doesn't invite them over, she lies to both her friends and her family --- and instead of fixing the situation, she only serves to make herself more lonely.

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### *A Step from Heaven*

I would use this resource as a tool to help teenagers deal with accepting who they are and who their friends are as people. We often times walk into a classroom with students who all come from different backgrounds and to help bring this together, we should explore the differences and help students realize that although they are different they are not that different. I would use this resource to help students explore the idea of family dynamics and how our families want things from us, but when they get them, they change their minds because they think you are forgetting who you are. For instance, in African American society, your family wants you to be more cultured but when you do, they think that you are selling out. We would explore this idea of identification. Other things that I could explore is the journey, using picture maps to chart our experiences from childhood to who we are now, just as the author has used words to chart Ju's journey from childhood to adulthood.

Fleischman, P. (1997). *Seedfolks*. New York, NY: Harper Trophy.

Seedfolks consists of a series of first-person vignettes, each told by a different character. As perspectives, dispositions, and backgrounds shift with the narratives, the reader comes to understand the personal reasons that bring these thirteen very different individuals one by one to a vacant lot to plant and nourish seeds. Despite prejudices, hesitations, and language differences, the estranged neighbors begin to find ways of overlooking these barriers to develop new relationships with each other. Before long, the multiethnic seedfolks have developed a sense of pride and fellowship. The distinct voices of each character show the reader the vast differences and similarities that can exist simultaneously among diverse people, and how these differences can actually help those people form a community as vibrant and rich as the garden they have created.

## Seedfolks

I could use this resource in a variety of ways. The most prolific way would be as a community-building tool. I will have students write brief personal stories of their life that they would not mind sharing with the class. As a class, we would choose what would be the one thing that we would use to connect all the stories and from there we would create our own book. This would be done during the first days of school. Other things we can learn from this book are how we as people allow different things to divide us, such as race, culture, age, etc. We could also explore the idea of neighborhood and what it means to be neighbors. Especially considering that, the people in the book live in the same neighborhood but they do not introduce themselves to one another. You can also do a historical study of the times and discuss the context of the people that they represent. Other things that I could do from the resource is to help students recognize point of view, compare and contrast characters/character analysis, character role playing, having students study the various regions of the world from which the characters come from, or have students design their own book jackets for the book.

**NON-FICTION**

Crowe, Chris. (2003). *Getting away with murder: The true story of emmett till case*. New York, NY: Dial Books.

Emmett was a 14-year-old African-American youngster visiting relatives in Mississippi in 1955, who was kidnapped and murdered after alleged remarks made to a white woman. Although two white men, who later admitted to the murder in a magazine interview, were put on trial for murder, they were quickly acquitted by an all-white jury. Many Americans-black and white- were further outraged at the speedy trial of the white murderers. Although the two white men were tried and acquitted by an all-white jury, they later bragged publicly about the crime. This was a landmark event that helped to jumpstart the Civil Rights movement. Chris Crowe goes back and investigates the crime and with narrative and illustrations, he brings a fresh insight to the case that will be eye opening for the readers.

*Getting away with murder: The true story of emmett till case*

I can use this resource as a historical piece to look at the state of America during the civil rights era and to look at the impact of Jim Crow laws. It is a great resource to study the civil rights movement and how both black and white Americans were against the treatment of blacks during the race riots. I would also use this text as an introduction to the issues of prejudices that all Americans, regardless of ethnicity experience. I could also use this to explore the idea of hate crimes and violence. From this we would explore school violence and gang violence. I would also use this as a multi-genre text, because of the various genres contained in the text itself. Another way that I could use this resource is as a study of segregation and how though it is not as vivid as before, that it still exists today. We will prove this by looking at the various ways that we segregate ourselves today, whether it is language, music, clothing, etc.

Conover, Ted. (1987). Coyotes: A journey through the secret world of america's illegal aliens. New York, NY: Random House, Inc.

Conover, the author, befriends and lives along side Mexican immigrants who cross the border every year to find agricultural jobs. He details several occasions of crossing the border, a series of hardships and dangers. Through his story, the reader is given first hand accounts of the brutal Mexican police, annoying immigration officers, and the ruthless and dangerous coyotes who smuggle illegal aliens over the border and throughout the border territories. Conover walked more than a few miles in their shoes. Not only does he live the adrenaline pumping crossings but also he lives life on both sides of the border. He spends the season in citrus groves in Arizona, California, and Florida, and he spends the off-season in a mountainous Mexican rancho, among what most of us would consider poverty. Through it all, he paints the picture of the migrant worker.

*Coyotes: A Journey Through the Secret World of America's  
Illegal Aliens*

I would use this resource to explore the various hardships that immigrants face as they attempt to enter America by crossing the borders through Mexico. It gives us a look into the lives of these Latin Americans as they seek to make better lives for themselves. It will also allow students to get a first hand account of what it is like to be from a country other than our own. I could also use this resource as a tool to help students understand the sentiments of immigrants around the world and how they view America as a haven for protection but they quickly realize that America is not the dream that they thought it would be. Other ways that I could use this resource is by looking at its historical references and then exploring other ethnic groups through history and charting reasons why they entered the country and the hardships that they face as they do. Other ways I could use this resource is to look at the American government and explore the organizations that have been established to fight against illegal immigrants. We could also explore the process that immigrant can go through to become citizens of the United States.

McBride, James. (1996). The color of water: A black man's tribute to his white mother. New York, NY: Penguin Putnam, Inc.

This story is about the life of the author, who tells the story of his childhood along with his mother. They share the rather secret tales of his life as a biracial child, whose mother is white and father is black during a time when interracial marriages were frowned upon. James McBride shares with the world his mother's story, on how she was ostracized in her own community in Virginia because she was Jewish and white. He explores her journey to New York, where she met James's father. It is a personal tale that is told from two distinct, parallel voices. While the family was poor, his mother always stressed education. She was a disciplinarian who stood for no nonsense from her twelve children. She converted to Christianity through her first husband, and they founded a Baptist church. Her determination and personal struggles inspired her to provide her children with the will to succeed.

*The Color of Water: A Black Man's Tribute to His White Mother*

I could use this resource as a tool to help students understand that not only did people of color face prejudices but also so did white people who were not puritans. I would use this resource to explore the idea of women's rights and look at the plight of women in the early 1900s. I would also use this resource to explore the idea of interracial marriages now and then and how though it is more common now; it is not something that is fully accepted in American society today. We would also look at the ideas of religious divisions among the early colonists and how these things drastically effected the race relations between natives and immigrants. I could also use this in conjunction with Shades of Black and how the different shades of black Americans is directly related to the mixing of black and white of non-English descent.

Michaels, Walter. (2006). The trouble with diversity: How we learned to love identity and ignore inequality. New York, NY: Metropolitan Books.

This book is about the various diversities that we give our attention to throughout our lifetime. It is a great discussion and at times humorous account of the many issues that we face in America. For instance, affirmative action in colleges, why there aren't more women math professors, code of conducts, the books we read, T.V. shows we watch, lawsuits we bring, and so on. This book is a great account of the various issues that we as Americans, focus on as issues of diversity. However, what is most heart wrenching is that we do not focus on the most important diversifying issue and that is the disparity between the rich and the poor. Michaels wants us to explore this idea of what we think is important when it comes to the issues of diversity in our culture.

## The Trouble with Diversity: How We Learned to Love Identity and Ignore Inequality

This resource can be used as a tool to explore what we consider our most diversifying issues. Students could explore such issues for research purposes. For instance, they can look at affirmative action and how it influences our daily lives, they can look at the shows we watch and how it diversifies us as individuals. We can even explore such issues as religions, sports, academic institutions, and so on. Furthermore, I would use this resource to explore the idea of the cultural divides that we set up and how these things further the extensions of separation in our lives. Moreover, we can explore the idea of how we focus on so many other things about diversity but we forget that the one thing that diversifies all Americans is the money that we make, which determines our socio-economic status.

Suskind, Ron. (1998). A hope in the unseen: An american odyssey from the inner city to the ivy league. New York, NY: Random House, Inc.

This story is about a young African American boy who grows up in the inner city but complete defies the images that his friends expect him to fit. He is often scrutinized for being a nerd and for his religious views. He is the son of a drug dealer/deadbeat father and single mother. He sets his sight on graduating from high school and going to college. Not only does he want to go to college, but he want to attend an Ivy League school, Brown University, on a full scholarship. This is something that many would say is impossible, but with the undying love of his mother he proves that an inner city students can accomplish whatever he wants to with determination. He becomes the pillar of light for those who desire to transcend the constraints of the inner city.

*A Hope in the Unseen: An American Odyssey from the Inner City to the Ivy League*

This resource can be used to inspire teenagers from the inner city to the suburban areas that they can overcome any circumstance to reach their goals and to become successful. I would use this tool to discuss how poverty, violence, stigmas, and stereotypes affect self-esteem and self-realization. I would also use this tool to explore the family relationship and how this dynamic influences the determination of the student. We could also look at the struggles that parents face as single parents. Another issue that we can consider is the idea of coping with peer pressure and how to transcend gang violence. This book can be used across cultures because students of all cultures face the same pressures and in some way relate to the issues that the author identifies through this resource.

WEBSITES

Canada. (2004, September 10). Multiculturalism. Retrieved  
October 30, 2006, from  
[http://www.canadianheritage.gc.ca/progs/multi/index\\_e.cfm](http://www.canadianheritage.gc.ca/progs/multi/index_e.cfm)

This site is maintained and operated by the Canadian government that discusses the various multicultural initiatives that are being implemented in Canada. The Canadian government uses this site to inform the public of how Canada is continuing to diversify and where they are headed to in the future. They offer statements of what they believe multiculturalism is, what they are doing to discourage division, what they are doing to promote the furtherance of equality amongst diversity, and how Canada embraces diversity through acknowledgment and respect. In addition, a frequently asked question section gives readers a crash course on multiculturalism. In addition, an evidence section provides skeptics with general ideas about the various numbers of multiculturalism in Canada.

This resource can be used to look at what other countries are doing about multiculturalism in their countries. Students can use this to look at various aspects of multiculturalism and how this issue of diversity and equality is an issue that many countries other than America deals with, due to the constant influx of immigrants around the world looking for better lives around the world. This resource is valuable because it places the issue close to home and it allows American children to see that their neighbors across the border face the same issues that most American children faces. This resource could also be a research tool, for students who wanted to write a paper on multiculturalism, because it provides what the Canadian country is doing to promote multiculturalism and the provide numbers to support what it is that they are doing, making it a reliable source for students to utilize.

Probe Ministries. (1973). Multiculturalism. Retrieved

November 2, 2006, from

<http://www.probe.org/content/view/778/169/>

This website is developed by the Probe Ministries. It is dedicated to discussing issues that deal with culture in various arenas from the university to the church. This site offers various articles about culture and faith and how important it is to consider faith when you deal with culture. This website is also offers other glimpses into other aspects of religion and the role it plays in cultural diversity. This website also offers a forum in which people from around the world can discuss various issues that affects many different cultures around the world. The site is easy to navigate and its structure is manageable. The site is diverse but the content can be controversial for students in the classroom.

I would use this resource to explore religious diversities in the classroom and to look at the various ideas behind how we explore religion in our cultures. I would also use this site as a tool to help students with research on cultures around the world, especially because religion tends to be a common thread in the cultural debates around the world. Other ideas that I would explore would be how we could use religion to unify our cultural differences and to explore how religion has affected cultural diversity over time. This could be the beginning of exploring religious revolts and crusades around the world throughout history, this could also tie in "The Crucible" and Salem Witch Trials to the text set as well.

Answers Corporation. (2006). Multiculturalism. Retrieved  
October 30, 2006,  
from <http://www.answers.com/topic/multiculturalism>

This site is a reference site that defines multiculturalism and then like an encyclopedia, explores various ideas of multiculturalism. This site is structured well and is easily navigated. The site offers references to marriage, transportation, religion, language, immigration, and so on. It is a site that offers great insight into many of the ideas that we have been exploring already and it provides subheadings that students could link to that provides specific information to the various ideas in the article itself and what we have been exploring through text thus far. The site is self-explanatory and it extends the knowledge of what we have discussed so far through text.

Answers Corporation. (2006). Multiculturalism. Retrieved  
October 30, 2006,

from <http://www.answers.com/topic/multiculturalism>

This site is a reference site that defines multiculturalism and then like an encyclopedia, explores various ideas of multiculturalism. This site is structured well and is easily navigated. The site offers references to marriage, transportation, religion, language, immigration, and so on. It is a site that offers great insight into many of the ideas that we have been exploring already and it provides subheadings that students could link to that provides specific information to the various ideas in the article itself and what we have been exploring through text thus far. The site is self-explanatory and it extends the knowledge of what we have discussed so far through text.

I would use this resource as a tool for research and self-exploration into the idea of multiculturalism. I would also use this resource as a tool to build a web quest for students to explore various ideas of multiculturalism. Some of the things that I would want students to explore are immigration, race relations, cultural biases, and so on. I would also use the resource as a way to discuss the various ideas of multiculturalism. I would also use this resource for students to select their own topics of exploration and then have them write their own research papers about whatever topic they choose to explore, but the topic has to incorporate some form of cultural diversity. I would also use this resource as a tool to help students identify the various issues in the text that we have discussed and then have them chart these issues in the text as we read them.

Ayn Rand Institute. (1995). *Culture and multiculturalism*.

Retrieved November 1, 2006, from

[http://www.aynrand.org/site/PageServer?pagename=media  
topic multiculturalism](http://www.aynrand.org/site/PageServer?pagename=media+topic+multiculturalism)

This site is sponsored by the Ayn Rand Institute Center for Objectivism. The content of this site contains many different articles and interviews that focus on the idea of multiculturalism in the world. It talks about how multiculturalism can be considered the new racism and is dedicated to bringing together the various issues behind multiculturalism. This site brings together all the press releases, interviews, essays, and so on associated with the insidious movement called multiculturalism. The website can be easily navigated and is self-explanatory. The author of the site, The Ayn Rand Institute does take a position on multiculturalism but they do not force this idea upon the visitors to the site, rather they supply us with resources for us to explore and make our own decisions about the issue.

I could use this resource for a self-study for students. From this site, students will be able to read about the various things that are going on in the world concerning multiculturalism. I could use this resource as a tool for student research on various aspects of multiculturalism. For instance, students may want to write a research paper on Native Americans and the role that they play in multiculturalism. I could also use this resource for students to approach difficult subjects and content from the novels that we may read in the classroom. For instance, I may want students to explore race relations or cultural biases from around the world. I could also have students take a position about multiculturalism and have students support their position using the various ideas from the resources supplied on the website.

Catholic Education Resource Center. (2006). Culture and civilizations. Retrieved November 3, 2006, from <http://www.catholiceducation.org/>

This site is developed by the Catholic Education Resource Center for those who are interested in the exploration of multiculturalism and the Catholic's views on this idea. They also explore how American civilization is impacted by cultural diversity. This site is structured well; however, there is a reasonable amount of navigation that must take place to find what you are looking for. The site contains articles that focus on the Catholic's views on the various issues the surround multiculturalism, for instance, race relations, marriage, money, prejudices, and so on. The site offers a variety of resources that students can use to research religion and culture.

I would use this resource for students to explore and research the various ideas of the Catholic faith and their beliefs about culture and diversity in America. I would also use this resource to help students understand the religious position on many issues of multiculturalism. I could use this site as a supporting resource to help students further their understanding of religion and its importance in the world. I would consider using this resource as a tool to help students explore issues of tolerance and religious freedom. I would also explore how religion has unified many cultures around the world and why some religions are taking a stance against others. I would use this resource for students to explore the importance of religion in history especially during the women's suffrage movements, civil rights movement, and so on.

# OTHER RESOURCES

Haggis, Paul. (Screenwriter). (2004). Crash [film]. Lions Gate Entertainment.

Crash is a film that explores racial tolerance in modern day America. The film focuses on the relations between various cultures and how these things affect the people that we love and know. Crash is at times funny but it is also thought provoking, as it attempts to get Americans to think about how far we have come in regards to race and diversity in the post 9/11 society in which we live. It attempts to get us to look at how we focus on such minor things in the world when there are more serious matters for use to consider as Americans and as citizens.

I would use this resource to explore the many different aspects of race and culture in American society. I would pair it with the texts that we are reading in class. As we read the various issues that come across in the text that we read, I would somehow try to show them how this occurs in the movie. This gives students a visual of what we are reading and discussing in class and it helps them see and understand further the various ideas about culture and diversity that we have been discussing. I would also use this as a resource to discuss how cultural differences and race relations continue to be magnified day after day in the societies that we live in. We could also explore the ideas of how we approach ideas of diversity in cultures and how we often avoid these issues.

Gallo, D. (2004). *First crossing: Stories about teen immigrants*. Cambridge, MA: Candlewick Press.

This is a story about various teenagers and the struggles they encounter when they migrate from their native country into America. Though these teens come from all over the globe, they all face the same challenges of dealing with change and coping with differences. Some of the reasons that many of the teens leave home are similar to that of their predecessors, however, there are some modern reasons that they leave home, such as being adopted, smuggled in, because of the career of a parent. This story gives the reader great insight and should encourage the reader to become be more tolerant of people of all ethnicities and cultures.

## First Crossing: Stories about Teen Immigrants

I would use this resource as a tool to help students make the connection between live in one country and the moving to another, without much notice. We could study how teens deal with the idea of coping with the stress of being trusted into a new environment and having to learn a new culture, language, etc. I would also use this resource for students to identify with these teen and to help them identify reasons that teens or rather non-Americans choose to immigrate to America, whether it be family issues, or personal issues. I would use this resource to have students look at what it would be like to immigrate, then have them write letters as one of the characters back to home describing the experiences we encounter. Another way to use the resource is to have students pretend to be immigrants. Students will have to tell them what country they would immigrate to and what life would be like.

Menken, Alan. (1995). Colors of the wind [Recorded by Judy Kuhn]. On Pocahontas [CD]. Disney.

The soundtrack from Disney's Pocahontas is a great song that talks about people who desire to own the Earth but does not recognize that the Earth is filled with many different cultures of people. The song talks about the natives being treated as savages in their own land and how when people come to a foreign land and treat the native this way it is dehumanizing. It talks about how in order to promote diversity and equality, we must recognize one another as people and not savages. The song also says that the world would be a better place if people could accept one another for who we are and that this is they only true way we can live together as one.

## Colors of the Wind

I would use this resource as writing prompt, by playing the song and have students discuss what they believe is the song message. I would then have students consider issues in their lives that the song speaks to and have students try to use parts of the song in a narrative that they will write about any issue of multiculturalism that they choose. A follow up activity would be for students to find other songs that speak to the issues of multiculturalism. Students will bring in the songs, play them to the class, and then in small groups students would begin to compare and contrast the song they choose to "Colors of the Wind".

Singer, Marilyn, ed. (2004). Face relations: 11 stories about seeing beyond color. New York, NY: Simon & Schuster.

This book is about the face of relations between races in America. Comprised of short stories by various authors, the story talks about the different experiences that they face as they try to cope with a world that is still filled with bigotry and racism, from all types of people and from all lifestyles. The characters in these stories help to tear down the walls that we have built over the years to separate us as people and as individuals. Though their stories are ones of trouble, pain, hurt, anger, despair, etc., they all have a common thread, hope that one day these things will end.

## Face Relations: 11 Stories about Seeing Beyond Color

I would use this resource to help students understand the impact that race has when it comes to culture. We would also use this resource to discuss that even though we all live in the American culture, our own cultures are very different and it affects us in many different ways. We would also use this resource to talk about what we, as citizens, could do to help promote diversity and tolerance amongst those that we call our brothers and sisters. I would also consider using this resource as a tool to build community in the classroom. We would look at all the differences that we have in our class and then find a common thread that holds us all together. From that thread, we would do a "classography" using poems, narratives, etc., to introduce ourselves as an individual and part of the whole.

Carvell, M. (2002). Who will tell my brother?. New York, NY: Hyperion.

This novel is inspired by true events, and it is written in verse, dealing with a Native American teen's effort to remove his high school's offensive Indian mascot and the hateful bullying and violence that he faces from officials and peers. His vivid description of the "painted face with empty eyes" picture of the mascot brings the point home clearly that Native Americans are living people as Evan struggles with his heritage and the hatred from his fellow students. The school board also does not understand why Evan is taking this matter so seriously and tell him "Racism is matter of opinion." Through his campaign, Evan learns a lesson in integrity, perseverance, and courage.

## Who Will Tell My Brother?

This resource can be used in a number of ways, such as an example of writing in lyrical verse, and how to capture the essence of violence in a story. We could also use this resource as a tool to look at the use of personal narrative versus third person narratives. I would also pair this with another text that deals with similar issues of abuse and violence in school and have students research the common issue of the NCAA regulating the use of Indians or any derivative of the latter by universities and colleges. I would also use this for students to take a side and write letters to the author suggesting what he could do to produce a sequel to the book. I would also have students assume the role of the main character and have them write letters to the school board about why they should change the mascot.