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RESOURCES and FURTHER READING

Chavez Chavez, R. & O'Donnell, J. (1998). *Speaking the Unpleasant: The Politics of (non)Engagement in the Multicultural Education Terrain*. Albany, NY: State University of New York Press.

This book consists of 17 chapters contributed by a variety of multicultural experts and academics. The intent of the book is to address (non)engagement of both students and pre- and in-service teachers with specific consideration of racism and discrimination issues. In short, the authors seek ways in which to engage the mainstream. The chapters confront this challenge at both the personal and institutional levels. The book is designed to move the reader off-center, and from reflective to reflexive teaching practices.

Genesee, F. (Ed.). (1998). *Educating Second Language Children* (6th printing). Cambridge, England: Cambridge University Press.

In this volume, the contributors emphasize that educating children requires not only attention to language development but also the development of the whole child. Similarly, contextual factors—including school, family, and community—must also be considered for their impact on the education of second language children. Thus, the scope of this volume includes addressing the influence of culture, the role of the family, and understanding the challenges that second language, immigrant and refugee children face. Some of the authors tackle tough issues such as low-literacy students and special education needs, and others offer strategies and tools that will assist any educator in the classroom.

Nieto, S. (1999). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. New York: Longman.

This book, now in its third edition, meets the challenge of addressing the social, political and cultural contexts of education and how these contexts impact the education of culturally and linguistically diverse students. The book provides a solid conceptual framework and utilizes numerous case studies throughout, which serve to link theory to classroom practice. Questions at the end are designed to encourage practitioners to critically address issues of race, language, ethnicity, discrimination, and teacher expectations.

Perez, B. (Ed.). (1998). *Sociocultural Contexts of Language and Literacy*. Mahwah, NJ: Erlbaum.

This edited volume emphasizes the social and cultural contexts of education on the acquisition of language and development of literacy among second language learners in the United States. The editor's framework includes the social construction of literacy, based on the work of Bruner and Vygotsky among others. This constructivist view rejects the notion that literacy consists of simple decoding and knowledge of sounds. Some of the contributions focus on ethnically diverse communities (American Indian, Puerto Rican, Vietnamese), and the work of the editor focuses primarily on literacy in the classroom. Each chapter ends with several activities for educators interested in exploring literacy grounded in culture and community.

WEB SITES and ONLINE RESOURCES

<http://www.ncrel.org/sdrs/areas/issues/educatrs/presrvce/pe3lk1.htm>

This site provides an overview of issues relating to multicultural education and educating teachers who will work with culturally and linguistically diverse students. Additional readings are available online through the links provided.

<http://www.tolerance.org/index.jsp>

This extremely useful Web site is devoted to promoting tolerance and social justice. The homepage consists of links specifically designed for teachers, parents, and children. The Teaching Tolerance organization provides many useful resources free of charge, including a biannual journal and curriculum kits. The site also addresses current events and news topics related to tolerance.

<http://www.knowledgeloom.org/crt/index.shtml>

This professional development Web site, operated by the Northeast and Islands Regional Educational Laboratory at Brown University, addresses a wide variety of topics regarding what works in teaching and learning. The Culturally Relevant Teaching Spotlight provides a forum for discussion with a panel of experts, highlights success stories from exemplary classrooms, and points practitioners to additional resources and research. Educators can directly access the panel forum and join the discussion. They may also register on the Web site to share stories and contribute their ideas.

http://projects.terc.edu/cheche_konnen

The Chèche Konnen Center is engaged in a national reform initiative to improve elementary and middle school science teaching and learning for language minority students. The Center utilizes a research-based approach to teacher professional development that integrates inquiry and reflection in three areas: science and mathematics, teaching and learning, and culture and language. Educators interested in constructivist science teaching with English language learners can access an array of information and resources on the site.

VIDEOS

The Color of Fear. (n.d.). Stirfry Seminars, Oakland, CA (www.stirfryseminars.com)

In this 90 minute video, eight men from different racial groups confront racism and discrimination through their interaction and dialogue over a 3-day period. The video offers powerful perspectives on racism and discrimination and can serve as an excellent point of departure for those wishing to facilitate conversations about social change. The video is aimed towards an audience of mature adults. A sequel to the video, *Walking Each Other Home*, provides additional depth and insight into the relationships that evolve among the men.



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