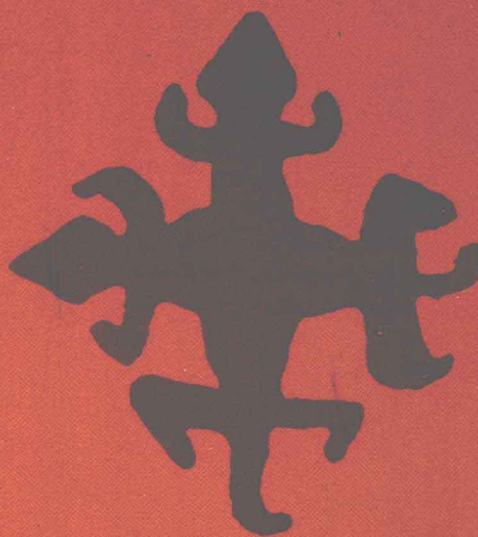
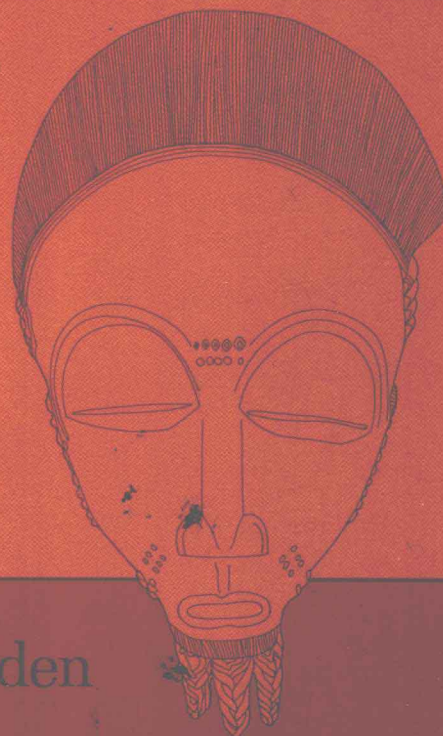


Venture into Cultures

*A Resource Book of
Multicultural Materials & Programs*



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Carla D. Hayden
EDITOR

Venture into Cultures

*A Resource Book of
Multicultural Materials
and Programs*

Edited by Carla D. Hayden

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mask (p.11); and two characters in the Chinese New
Year's wish, May you prosper (p.63)

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Preface

As changing world events challenge perceptions and emotions, the authors of this resource book invite you to venture into the cultural aspects of children's literature and programming. The contributors to the book are librarians, educators, and American Library Association members who have more than an academic interest in the subject. In 1987, members of the Children's Services Task Force of ALA's Ethnic Materials and Information Exchange Round Table (EMIERT) began to discuss the needs of librarians and others who work with children in the presentation of culturally authentic materials and programs. Many of the discussions focused on the lack of resources that covered several ethnic groups and included more than just lists of books. The group decided to sponsor a resource guide that would present basic titles and practical program ideas. This book is the direct result of those spirited and sometimes heated discussions.

BACKGROUND

There is currently a great deal of interest in multiculturalism on all educational and societal levels. The growing number of programs to enhance diversity in the workplace and cultural awareness in schools reflect a corresponding increase in recognition of the changing ethnic composition of the United States. James Banks, noted educator and author (see the Selected Bibliography), asserts that multiculturalism is more than the content of materials and programs. It is a way of viewing the world and its people. Multiculturalism is a process that can

become a regular part of everyday programming activities.

A concern for ethnic diversity in children's books once was addressed as an aspect of promoting better world relations, particularly after World War II. In fact, the International Youth Library in Munich was founded after that war in the belief that if children could read about and, it was hoped, understand others, there might not be a need for warfare in the future. Further concern about ethnic representation in books for youth grew with the development of children's book publishing and changes in social conditions. In 1965, Nancy Larrick's landmark article "The All-White World of Children's Books" sounded a cry that signaled a subsequent flood of new ethnic titles, particularly about African Americans. During the remainder of the decade, attention was drawn to the portrayals of minorities in all types of materials for children, most notably textbooks.

In the 1970s, resources for adults promoting children's multiethnic literature appeared in significant quantities, with some distinctions made between world cultures and ethnic groups within the United States (see Selected Bibliography). Despite a decrease in the production of ethnic children's books during the next decade, a renewed interest in cultural representation in literature for youth has recently spurred more efforts in this area. There has been a notable increase in professional literature, special conference sessions, and local programming activities. Yet, there is still a need for additional guides, youth literature, and professional information. In an attempt to alleviate that need, *Venture into Cultures* identifies key and notable

resources for children and adults and presents ideas for programs about seven cultural groups as aids for helping children gain an appreciation and understanding of their own and other cultures.

CRITERIA FOR INCLUSION

The emphasis in this book is on groups found in significant numbers in the United States, some involved in the migrations of the world wars and others who are native or more recent immigrants. Groups from Eastern Europe are thoroughly covered in a recently published book by Frances Povsic (see the Selected Bibliography).

Although each chapter of this book is individual in tone and content, all of the authors attempted to select items that were primarily accurate in cultural representation. The chapter on Hispanic cultures gives guidelines regarding selection that are worth elaborating on for general consideration in selecting materials with ethnic content or characters:

- Look for a quality of reality that gives the reader a chance to experience something.
- Try to determine the author's commitment to portray cultural groups accurately.
- Avoid materials that sensationalize, enumerate unusual customs, or practice reversed stereotyping.
- Be sensitive to emphasis on cultural differences at the expense of similarities.
- Whenever possible, use the same critical criteria appropriate for all types of literature—distinctive language and appropriate dialogue, style, relevance and potential interest, clear-cut plots, and believable characterizations.

ARRANGEMENT AND ORGANIZATION

Like the cultures they represent, each chapter is unique, reflecting the cultural orientation and background of the author, and making this effort rather like a cultural mosaic. Readers can often get a sense of those variations in the brief introductions to chapters. The numbers of materials in each section also reflect the varying bibliographic and publishing bases of the groups. An effort was made to include materials published by small or alternate presses that are often not easily identifiable. The annotated lists within each chapter include fiction, picture books, folklore, and nonfiction as well as media and materials for adults who work with children. Complete bibliographic information is given whenever possible; however, some titles may not have ISBN numbers because of the nature of the material. In other instances, prices may not be available or are variable. A few out-of-print titles are included (clearly marked o.p.) in cases where little else exists or the authors believe the value warrants inclusion. This work does not of course include everything written about the cultures represented but does give basic tools for learning and appreciation.

Thanks to the many librarians, educators, and interested others who contributed throughout the process and especially ALA Books editor Bettina MacAyeal for her guidance and patience and Bonnie J. Smothers for taking the project through the final stages. My personal appreciation is extended to the staff of the Department of Library Science at the University of Pittsburgh for their cheerful and careful assistance with the manuscript preparation.

Carla D. Hayden

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African-American Materials and Programs

by Martha R. Ruff

African Americans make up one of the largest ethnic groups in the United States. American society has been heavily influenced by the culture and personalities of this group. The resources and programs in this section highlight the culture and contributions of African Americans. Reclaiming their African heritage is a prominent issue among African Americans today. Consequently, recommended materials about Africa and the Caribbean are included as an integral part of this section. This bibliography presents only a small portion of the materials that are available. Other bibliographies are available through large public libraries, such as New York Public Library and Los Angeles Public Library.

A knowledge of the history of African Americans is a prerequisite for anyone who shares materials and programs about them. The history of African Americans begins in ancient Africa where the kingdoms of Mali, Ghana, and Songhai left a legacy of literature, art, and music. While most African Americans cannot trace their family history to Africa, their historical roots stem from central and west Africa where these kingdoms flourished. The history of ancient Africa is very limited in children's literature. Adults can learn more about this period from such reference sources as *They Came Before Columbus* by Ivan Van Sertima (Random House, 1976), *From Slavery to Freedom* by John Hope Franklin (Knopf, 1987), and *Before the Mayflower* by Lerone Bennett (Viking Penguin, 1984). To present the period of captivity in proper perspective, an understanding of ancient African history is essential.

Even though Africans were with the Europeans who explored America, many materials

present slaves as the first blacks in America. African Americans were held in captivity in the United States for over two hundred years and yet they developed a culture and community spirit that thrived. The myths that supported the African slave trade were expressly designed to create the false impression that Africans were inhuman and lacked the structures of European civilization. Children's materials about this period should realistically relate the fact that all peoples of the world at some point in their history were slaves. This viewpoint is documented by Milton Meltzer in *All Times, All Peoples: A World History of Slavery* (HarperCollins, 1980).

Other aspects of African-American culture were formed during the periods that followed: the Civil War, Reconstruction, the Harlem Renaissance, segregation, and the civil rights movement. Knowledge of these events will provide a background for some of the themes prevalent in African-American literature for children. All of the books of Mildred Taylor, for example (*Roll of Thunder, Hear My Cry* and others in the series), require an understanding of segregation and the civil rights movement. Some highlights of African-American history are outlined in *Teaching Strategies for Ethnic Studies* by James A. Banks (Allyn and Bacon, 1991). In addition, Banks has included a synopsis of many of the aforementioned periods. This general background in African-American history is fundamental for planning programs and choosing materials that are historically and culturally accurate.

The following bibliography of recommended children's materials is presented in five sections: picture books, fiction, folktales, the arts,

and history. Some materials that are out-of-print yet still available in libraries have been included. Books that are especially suited to reading aloud have that information included in

their annotation, with the exception of picture books, most of which are designed for reading aloud. The sections vary in length but most contain at least ten selections.

BIBLIOGRAPHY

PICTURE BOOKS

- K-3. Brenner, Barbara. *Wagon Wheels*. New York: HarperCollins, 1978. 64pp. \$10.95. ISBN: 0-06-020668-3.

A father and his three sons travel west at the end of the Civil War. The beginning-reader format presents a solid story of life in developing Kansas and one family's adventures. Based on a historical incident, this novel is very realistic.

- K-3. Bryan, Ashley. *The Cat's Purr*. New York: Atheneum, 1985. 48pp. \$10.95. ISBN: 0-689-31086-2.

This Caribbean tale explains why cats purr. Rat and Cat are friends until Rat plays Cat's special drum. When Cat tries to punish Rat, he has an accident that causes him to purr. The text is rhythmic and has a West Indies flavor. Great for storytelling.

- K-2. Caines, Jeannette. *Just Us Women*. New York: HarperCollins, 1982. 32pp. \$14.95. ISBN: 0-06-020941-0.

A car ride to the South is a special occasion for Aunt Martha and her niece. The story lovingly portrays the bond between an African-American woman and her young relative. This story could be shared in a big brother/big sister program.

- K-3. Clifton, Lucille. *Everett Anderson's Good-bye*. New York: Holt, 1983. 32pp. \$10.95. ISBN: 0-8050-0235-9.

The story conveys the grief felt by Everett Anderson upon the death of his father. The love and support of an African-American family are portrayed as Everett is consoled by his mother and stepfather. Bold black-and-white drawings add power to the story.

- P-2. Cummings, Pat. *Jimmy Lee Did It*. New York: Lothrop, 1985. 32pp. \$13.95. ISBN: 0-688-04632-0.

A little girl tries to find the mystery boy who creates mischief around their house. Only her brother knows when Jimmy Lee is around. The fun of this deception is clearly illustrated with vibrant paintings and a catchy, rhyming text.

- P-3. De Veaux, Alexis. *An Enchanted Hair Tale*. New York: HarperCollins, 1987. 40pp. \$12.95. ISBN: 0-06-021623-9.

Sudan's dreadlock hairstyle causes other people to make fun of him. He finds comfort with people who also have dreadlocks. The poetic text and bold illustrations create fantastic images. This is the only book that addresses an increasingly popular hairstyle.

- 1-3. Feelings, Muriel. *Jambo Means Hello: Swahili Alphabet Book*. New York: Dial, 1974. 56pp. \$13.95. ISBN: 0-8037-4346-7.

Using the alphabet, twenty-six Swahili words are defined and illustrated. Phonetic spelling is included along with a map of Africa showing the countries where Swahili is spoken. The dramatic black-and-white drawings clearly present traditional African life.

- 2-4. Flourney, Valerie. *The Patchwork Quilt*. New York: Dial, 1985. 32pp. \$13.95. ISBN: 0-8037-0097-0.

A young girl discovers the importance of family and her heritage as she helps her grandmother work on a patchwork memory quilt. This African-American family shows the tradition of support and love for elderly family members.

- 1-3. Greenfield, Eloise. *Africa Dream*. New York: Crowell, 1989. 32pp. \$13.89. ISBN: 0-690-04776-2.

A girl's dream about Africa is told in a poetic style with dreamy pencil drawings. She is welcomed and finds comfort in her heritage. This book can help children begin to understand the relationship between Africans and African Americans.

- P-1. Hayes, Sarah. *Happy Christmas Gemma*. New York: Lothrop, 1986. 32pp. \$13.95. ISBN: 0-688-06508-2.

A British Jamaican family celebrates Christmas with the well-intentioned help of the young brother and baby sister. Baby Gemma gives readers a realistic view of a toddler's world. This story provides a glimpse of black life in Europe.

- P-2. Lewin, Hugh. *Jafta and the Wedding*. Minneapolis: Carolrhoda, 1983. 24pp. \$9.95. ISBN: 0-87614-210-2.

A South African boy describes the week-long celebration of his sister's wedding. The bold two-tone drawings illustrate the joyous emotions of the people who participate in this village ceremony. This book is one of a series about Jafta and his life in South Africa.

- K-3. McKissack, Patricia. *Mirandy and Brother Wind*. New York: Knopf, 1988. 32pp. \$13.95. ISBN: 0-394-88765-4.

Mirandy is led on a wild-goose chase for her partner in the cakewalk dance. In the end, Brother Wind and clumsy Ezell help her shine at her first dance contest. This lively story brings dignity to an African-American dance style that was once ridiculed.

- 1-3. Yarbrough, Camille. *Cornrows*. New York: Coward, 1981. 48pp. \$7.95. ISBN: 0-698-20462-X.

This story relates the sense of community that is passed on from Africans to African Americans. Two children hear their grandmother and mother share the story of their heritage. A rhyme in the story presents several prominent historical figures, including Paul Robeson, Queen Nzinga, and Richard Wright.

FICTION

- 5-8. Boyd, Candy Dawson. *Breadsticks and Blessing Places*. New York: Macmillan, 1985. 216pp. \$14.95. ISBN: 0-02-709290-9.

Toni studies to raise her math scores on the exam for the King Academy. Her loyalty to two girlfriends is also tested during this time. Toni learns to handle guilt and grief when one friend dies. The author skillfully presents meaningful relationships.

- 1-3. Cameron, Ann. *The Stories Julian Tells*. New York: Pantheon Books, 1981. 96pp. \$8.95. ISBN: 0-394-84301-0.

Julian's imagination keeps his younger brother entertained and makes his father stay on his toes. A colloquial style and creative pencil drawings give a special touch to stories about catalog cats and cooking pudding like a night on the sea.

- 3-6. Hamilton, Virginia. *Bells of Christmas*. New York: Harcourt Brace Jovanovich, 1989. 60pp. \$16.95. ISBN: 0-15-206450-8.

During Christmas in 1890, young Jason waits for his relatives, for the bells, and for the holiday festivities to begin. A heartwarming story is created by the loving African-American family whose roots and traditions are a memorable part of nineteenth-century Ohio.

- 5-8. _____. *The House of Dies Drear*. New York: Macmillan, 1968. 256pp. \$14.95. ISBN: 0-02-742500-2.

Thomas and his family move into a house in Ohio that was once a stop on the Underground Railroad. Through mysterious events, he and a friend discover the house's secrets. A sequel, *The Mystery of Drear House*, also shows how modern children find their relationship to the past.

- 3-5. _____. *Zeely*. New York: Macmillan, 1967. 128pp. \$13.95. ISBN: 0-02-742470-7.

Summer in the South allows Elizabeth and her brother a chance to be imaginative and meet a strange woman who looks like an Afri-

can princess. Powerful characters and a descriptive story combine to reveal the emotions of growing up and developing self-esteem.

- 6-8. Lester, Julius. *This Strange New Feeling*. New York: Dial, 1982. 160pp. \$14.95. ISBN: 0-8037-8491-0.

Three love stories recreate the emotion and drama of three slave couples who gain their freedom. This sensitive and realistic portrayal presents these African Americans as fully developed personalities. The harsh realities of the period are fully described.

- 3-7. Myers, Walter Dean. *Me, Mop, and the Moondance Kid*. New York: Delacorte, 1988. 128pp. \$13.95. ISBN: 0-440-50065-6.

T. J. and his younger brother Moondance are adopted and have a chance to leave the orphanage. They are unhappy about leaving Mop (Miss Olivia Parrish) and their winning Little League team. These memorable characters show the love that is possible among children who are not relatives.

- 4-8. Naidoo, Beverley. *Journey to Jo'burg: A South African Story*. Philadelphia: Lippincott, 1986. 96pp. \$11.95. ISBN: 0-397-32168-6.

Two children travel from their small village to the big city of Johannesburg to tell their mother of an illness in the family. These black South African children experience the effects of apartheid during their trip.

- 4-6. Tate, Eleanora. *Just an Overnight Guest*. New York: Dial, 1980. 182pp. o.p.

Nine-year-old Maggie is outraged when an unruly four-year-old white girl comes to live with her family. Maggie discovers that this racially mixed girl is her uncle's child. The sensitive issues are presented in a realistic and appropriate manner.

- 5-8. _____. *The Secret of Gumbo Grove*. New York: Watts, 1987. 256pp. \$12.95. ISBN: 0-531-15051-8.

Cleaning a neglected cemetery with an elderly woman in the community leads Raisin to some local African-American history.

She learns the importance of her heritage and of respect for senior citizens. This mystery includes well-developed characters.

- 5-8. Taylor, Mildred D. *Roll of Thunder, Hear My Cry*. New York: Dial, 1976. 276pp. \$14.95. ISBN: 0-8037-7473-7.

Young Cassie and her brothers discover what it means to grow up in the segregated South. The scenes in this novel provide powerful images of the forces of racism facing a strong black family. This Newbery Award-winning book has several sequels.

- 3-6. Walter, Mildred P. *Have a Happy . . .* New York: Lothrop, 1989. 144pp. \$10.95. ISBN: 0-688-06923-1.

Because his father is laid off, Chris is worried about getting a bicycle for his birthday, which is on Christmas Day. His family's celebration of Kwanzaa helps him understand the importance of his family and heritage. The characters and plot are realistic.

- 2-5. _____. *Justin and the Best Biscuits in the World*. New York: Lothrop, 1986. 128pp. \$12.95. ISBN: 0-688-06645-3.

Justin's grandfather helps him understand what it means to be a man and teaches him about blacks in the Old West. This novel creates sensitive images of black men and introduces historical black cowboys, such as Bill Pickett and Nat Love.

- 5-8. Yarbrough, Camille. *The Shimmershine Queens*. New York: Putnam, 1989. 128pp. \$13.95. ISBN: 0-399-21465-8.

Ten-year-old Angie learns to handle being teased about her dark skin and to calm her fears about her parents' separation. Finding the "shimmershine" feeling makes her feel good about herself. A colloquial style warmly conveys this story's message.

FOLKTALES

- K-3. Aardema, Verna. *Bringing the Rain to Kapiti Plain*. New York: Dial, 1981. 32pp. \$14.95. ISBN: 0-8037-0809-2.

This cumulative poetic folktale from East Africa shows how a cow herder ends a drought with a mighty shot from a bow and arrow. A faithful rendering of an old tale, the story also shows how folktales developed in reaction to some of the harsh realities of life.

- 1-3. _____. *Rabbit Makes a Monkey of Lion*. New York: Dial, 1989. 32pp. \$11.95. ISBN: 0-8037-0297-3.

Rabbit and her friends Turtle and Bush-rat outwit the Lion and eat the honey from Lion's calabash tree. The story introduces another African trickster and shows small creatures overcoming large ones. Vibrant illustrations bring the story alive.

- 1-3. _____. *Who's in Rabbit's House*. New York: Dial, 1977. 32pp. \$14.95. ISBN: 0-8037-9550-5.

A scary animal is in Rabbit's house and tricks the other animals who come to help. The illustrations reveal how the Masai people of eastern Africa might act out this story with animal masks. Audience members wear traditional Masai dress.

- 1-3. _____. *Why Mosquitoes Buzz in People's Ears*. New York: Dial, 1975. 32pp. \$14.95. ISBN: 0-8037-6089-2.

A mosquito's comment to an iguana causes a chain reaction that keeps the jungle in darkness. This African folktale gives an imaginative explanation of a very common event. This Caldecott Award-winning book could be used for storytelling and dramatics.

- 1-3. Dee, Ruby. *Two Ways to Count to Ten*. New York: Holt, 1988. 32pp. \$12.95. ISBN: 0-8050-0407-6.

This west African folktale is about the leopard, king of the animals, who sets a test to choose the new king. Only the antelope is able to discover a way to win. The moral of brains beating brawn is clearly shown. The writing style is suitable for storytelling.

- 1-3. Haley, Gail. *A Story, a Story*. New York: Atheneum, 1970. 32pp. \$14.95. ISBN: 0-689-20511-2.

This folktale explains how Ananse, the spiderman trickster, receives stories from the sky god Nyame. By completing a seemingly impossible task, Ananse brings stories into the world. Caldecott Award-winning woodcut illustrations present African customs.

- 3-5. Hooks, William H. *The Ballad of Belle Dorcas*. New York: Knopf, 1990. 48pp. \$13.95. ISBN: 0-394-84645-1.

Belle Dorcas is free but chooses to marry the man she loves, Joshua, who is a slave. When Joshua is to be sold, Belle uses conjure magic that turns him into a tree. This magical tale gives glimpses of slavery and has provocative illustrations.

- 4-8. Lester, Julius. *The Tales of Uncle Remus: The Adventures of Brer Rabbit*. New York: Dial, 1987. 154pp. \$16.95. ISBN: 0-8037-0271-X.

This collection of African-American animal stories features Brer Rabbit and other animals who have adventures with him. Many of the tales illustrate how the small rabbit outwits the larger animals. This collection and two others are written in modern language.

- 4-8. Rollins, Charlemae. *Christmas Gift*. Chicago: Follett, 1963. 119pp. o.p.

A classic collection, this book presents African-American Christmas traditions in story, song, poetry, and food. It includes a west African version of the Christmas story. Rollins included recipes from her grandmother, who was a slave. The book is a good source for programs.

- 3-5. San Souci, Robert D. *Talking Eggs*. New York: Dial, 1989. 32pp. \$13.95. ISBN: 0-8037-0619-7.

This African-American tale is based on a familiar theme. When the mistreated sister in a family receives riches, the older girl tries unsuccessfully to follow the same method. Bright watercolor illustrations add life to this humorous tale.

- 1-3. Steptoe, John. *Mufaro's Beautiful Daughters: An African Tale*. New York: Lothrop, 1987. 32pp. \$14.95. ISBN: 0-688-04045-4.

An award-winning retelling of an African folktale, the story is a Cinderella tale of two sisters who vie for the hand of the prince. The kind and generous sister is chosen over the mean and spiteful sister. Lush illustrations show the ancient kingdom of Zimbabwe.

THE ARTS

- 1-5. Bryan, Ashley. *All Night, All Day: A Child's First Book of African American Spirituals*. New York: Atheneum, 1991. 48pp. \$14.95. ISBN: 0-689-31662-3.

This collection of black spirituals and illustrations reveals the experiences of African Americans during slavery. The words and music can be used by both children and adults. The author's notes help readers understand the inspiration and use of these songs.

- 5-8. Davis, Ossie. *Langston: A Play*. New York: Delacorte, 1982. 144pp. \$11.95. ISBN: 0-385-28543-4.

Highlighting the life of Langston Hughes, African-American poet and playwright, this drama centers around Hughes's help for a theater group producing one of his plays. The play is suitable for young actors or reader's theater.

- 5-8. Dunbar, Paul L. *Complete Poems of Paul Laurence Dunbar*. New York: Dodd, 1980. o.p.

Using a variety of poetic forms (from sonnets to free verse), Dunbar expresses his feelings about the black experience during the early 1900s. This collection displays why Dunbar was considered an outstanding and prolific poet in his short lifetime.

- 1-5. Giovanni, Nikki. *Spin a Soft Black Song: Poems for Children*. New York: Hill and Wang, 1985. 57pp. \$11.95. ISBN: 0-8090-8796-0.

Childhood times and feelings are described in free verse. The joyous poems are about playing, dancing, family, and friends in the

black community. Black musicians and historical figures are included in some of the poems.

- K-4. Greenfield, Eloise. *Honey, I Love and Other Love Poems*. New York: HarperCollins, 1986. 48pp. \$3.50. ISBN: 0-06-443097-9.

These poems explore the many meanings of love that children understand. Poems like "Honey, I Love" and "Harriet Tubman" express the idea that love is more than kissing and hugging. Other poems share black rhythms that children use in jump rope and music.

- 1-5. _____. *Nathaniel Talking*. New York: Black Butterfly, 1989. 32pp. \$11.95. ISBN: 0-86316-200-2.

These poems share the emotions and interests of a young African-American boy. Love of family and traditions are strong themes. The author includes notes on blues music and on making rhythms with "bones." The title poem gives a positive example of rapping.

- 6-8. Haskins, Jim. *Black Music in America: A History through Its People*. New York: Crowell, 1987. 224pp. \$12.95. ISBN: 0-690-04460-7.

This succinct history of African-American music from fifteenth-century Africa to the present day includes chapters on blues, jazz, soul, and other kinds of music. The text and photographs clearly present this unique musical contribution.

- 3-6. Hughes, Langston. *Dream Keeper*. New York: Knopf, 1962. 78pp. \$10.99. ISBN: 0-394-91096-6.

In selecting these poems with child appeal, Lee Bennett Hopkins has included some of Hughes's famous poems, such as "Mother to Son," "I've Known Rivers," and "I Too Sing America." This book is a good introduction to an important African-American writer.

- 4-8. Kuklin, Susan. *Reaching for Dreams: A Ballet from Rehearsal to Opening Night*. New York: Lothrop, 1987. 128pp. \$12.95. ISBN: 0-688-06316-0.

The Alvin Ailey American Dance Theater is featured in this documentary of how a modern dance performance is produced. African Americans appear as dancers, choreographers, and managers. Black-and-white photographs are included.

- P-5. Langstaff, John. *What a Morning! The Christmas Story in Black Spirituals*. New York: Macmillan, 1987. 32pp. \$13.95. ISBN: 0-689-50422-5.

Biblical verses and black spirituals combine to relate the story of Christ's birth. Ashley Bryan's stunning paintings provide a perfect picture-book format for use in story hours and musical programs. Musical arrangements are included.

- 1-3. Little, Lessie Jones. *Children of Long Ago*. New York: Philomel, 1988. 32pp. \$13.95. ISBN: 0-399-21473-9.

In this collection of poems about children during the early 1900s, rural life is described in scenes of chopping wood and getting water from a well. The poems reveal practical items, such as the clothing of the period, as well as the black community spirit.

- K-5. Mattox, Cheryl Warren. *Shake It to the One that You Love the Best*. El Sobrante: Warren-Mattox Productions, 1989. 56pp. \$25.00. ISBN: 0-962-3381-0-9.

This book-and-cassette of over thirty songs celebrates play songs and lullabies from black musical traditions. Included are such familiar rhymes as "Hambone" as well as songs from other countries, such as "Jump Shama-dor" from the Caribbean. Musical arrangements and game directions are provided in this colorful music book.

- 3-8. Walker, David A., and James Haskins. *Double Dutch*. Hillside, N.J.: Enslow, 1986. 64pp. \$15.95. ISBN: 0-89490-096-X.

Double dutch, a jump-rope game popular among African Americans, has become an organized team sport. The text includes a history of double dutch, instructions for beginning and advanced players, and photographs of an official double dutch tournament.

HISTORY

- K-5. Chocolate, Deborah Newton. *Kwanzaa*. Chicago: Children's Press, 1990. 32pp. \$14.60. ISBN: 0-516-03991-1.

This colorful picture book presents the African-American holiday of Kwanzaa. After a short introduction, a young boy describes his family's celebration of the seven-day holiday. The illustrations add to the information about Kwanzaa.

- 1-4. Ellis, Veronica F. *Afrobets First Book about Africa*. Orange, N.J.: Just Us Books, 1990. 32pp. \$13.95. ISBN: 0-940975-12-2.

This story relates how a class studies Africa and learns about many aspects of that continent's history and culture. The book sets a model that teachers could follow and can be used as a starting point for studying Africa. Colorful illustrations enhance the text.

- 5-8. Haskins, Jim. *Bill Cosby: America's Most Famous Father*. New York: Walker and Co., 1988. 128pp. \$13.95. ISBN: 0-8027-6785-0.

As a comedian, actor, businessman, philanthropist, and doctor of education, Bill Cosby is a role model for young people. The major achievements of his career are highlighted. Black-and-white photographs are included.

- 1-5. Laird, Elizabeth. *The Road to Bethlehem: An Ethiopian Nativity*. New York: Holt, 1987. 32pp. \$12.95. ISBN: 0-8050-0539-0.

Vibrant paintings show ancient Ethiopian versions of Christ's birth and reveal the heritage of one of the world's oldest sects of Christianity. Facts about the artist add to the reader's understanding of Ethiopia's role in Christianity.

- 1-3. Lowery, Linda. *Martin Luther King Day*. Minneapolis: Carolrhoda, 1987. 56pp. \$9.95. ISBN: 0-87614-229-4.

Using an easy-to-read format, the author relates the life of Dr. King and the history of the holiday. The text is suitable for reading aloud and can be used to encourage children to think of appropriate activities for the holiday.

- 6-8. Magubane, Peter. *Black Child*. New York: Knopf, 1982. 112pp. o.p.

An award-winning black South African photographer documents the living conditions of black children in South Africa. The book includes a history of the apartheid system and how it affects the lifestyles of black South Africans.

- 5-8. McClester, Cedric. *Kwanzaa: Everything You Always Wanted to Know*. New York: Gumbs and Thomas, 1990. 48pp. \$5.95. ISBN: 0936073-08-X.

This brief handbook includes information and activities for Kwanzaa. A short history of the holiday and how it is celebrated are presented in a question-and-answer format. The suggestions for decorations, food, and clothing can be used in programs.

- K-3. McKissack, Patricia C. *Our Martin Luther King Book*. Chicago: Children's Press, 1986. 32pp. \$11.97. ISBN: 0-89565-342-7.

This story describes a classroom celebration of Martin Luther King Day. Facts about Dr. King and the civil rights movement are included in the story line. Some of the activities are suitable for public library programs and the story can be replicated in classes.

- 6-8. McKissack, Patricia and Fredrick. *The Civil Rights Movement in America*. Chicago: Children's Press, 1987. 320pp. \$39.93. ISBN: 0-516-00580-4.

This textbook format presents a comprehensive overview of the events that led to the civil rights movement from 1865 to the present. It includes photographs and information about the people and organizations that spearheaded the movement.

- 6-8. Meltzer, Milton. *Black Americans: A History in Their Own Words*. New York: Crowell, 1984. 320pp. \$14.95. ISBN: 0-690-04419-4.

Using historic documents, the author creates an overview of African-American history from 1619 to 1983. Letters, speeches, and so forth provide a glimpse of the people and the times. Each document includes an introduction that summarizes the period.

- 2-5. Obadiah. *I Am a Rastafarian*. New York: Watts, 1987. 32pp. \$10.90. ISBN: 0-531-10440-0.

A British Rastafarian family describes their religion and lifestyle. Young Petra, the narrator, shares information about the family's hairstyles, music, holidays, and language. Colorful photographs give a clear picture of the Rastafarian people.

- 4-8. Stanley, Diane, and Peter Vennema. *Shaka: King of the Zulus*. New York: Morrow, 1988. 40pp. \$14.95. ISBN: 0-688-07343-3.

This succinct picture book documents the life of South Africa's nineteenth-century chief who conquered and led the Zulu people. Shaka's interaction with Europeans and his leadership qualities are highlighted. The dramatic illustrations clearly portray the events.

- 4-8. Turner, Glennette Tilley. *Take a Walk in Their Shoes*. New York: Dutton, 1989. 176pp. \$14.95. ISBN: 0-525-65006-7.

This collection of biographies and skits about fourteen famous African Americans features some less common personalities, such as Oscar Micheaux, Maggie Lena Walker, Daniel "Chappie" James, Charles White, and Arthur Schomburg. Included are pencil sketches of each person.

- K-5. Zaslavsky, Claudia. *Count on Your Fingers African Style*. New York: Crowell, 1980. 32pp. \$12.89. ISBN: 0-690-03865-8.

The marketplace is the setting for this demonstration of the counting methods used by several West African ethnic groups. Detailed illustrations add to the information about Africa. This is a good source for counting games.

PROGRAMMING IDEAS

Most program formats (i.e., storytelling, films, arts and crafts) can be used to highlight African-American culture and history. Black history calendars are a resource for planning programs about the black experience. Some calendars are available through Pomegranate Calendars and

Books,^{*1} or Pyramid Book Store.* Use the calendar to choose dates, events, and personalities that are suitable topics for children's programs. Contact African-American cultural groups in your community for program ideas. Create activities that encourage active audience participation.

The following activities are arranged in chronological order. Use these ideas as a springboard for creating other programs. For example, the activities in the Martin Luther King Day programs could be used for programs about other notable African Americans, such as Harriet Tubman, Malcolm X, Fannie Lou Hamer, or W. E. B. DuBois. Remember, no program is written in stone; make changes that are appropriate for your audience. Consider choosing an African-American theme for established programs, such as spring story hours, summer reading programs, or Christmas programs. Remember that African-American culture is an integral part of American culture.

MARTIN LUTHER KING DAY

On the third Monday in January, the United States celebrates the life of Dr. Martin Luther King Jr., an African-American civil rights leader who was born on January 15, 1929.

Arts and Crafts

Few commercial products are manufactured for this holiday, so children of all ages can create cards and gifts that reflect Dr. King's philosophy of peace, justice, and brotherhood. Greeting cards, bookmarks, posters, and stationery can be made with simple art supplies. Provide some examples of the crafts and encourage the children to create their own designs.

1. Gather and set up before the program: pictures of Dr. King and the civil rights movement, poster board, construction paper, plain stationery paper, envelopes, colored markers, watercolor paints, scissors, paste, and other art supplies.
2. Provide examples of the crafts, such as greeting cards with quotes by King, bookmarks that list books about Dr. King, posters that show events from King's life, or stationery with pictures of King. Contact the Martin Luther King Center* for items available in the gift shop.

3. Use a graphics software program to make cards, bookmarks, posters, and stationery that can be printed with a computer and decorated by the children.
4. Invite artists from the community to participate in the program by helping the children create artwork.
5. Allow the children to make several cards so they can exchange them or mail them to others.
6. Display some of the completed crafts along with books and other materials about King.

Story Hour

A story hour for elementary school children can help them understand the significance of Dr. King's contributions. This program highlights Dr. King's life, including the literature and music that he enjoyed. The following activities are suitable for a story hour at a public library or school.

1. Plan the program for a date near King's January 15 birthday. Distribute publicity about the story hour to the public and the media about three to four weeks in advance.
2. Gather and set up before the program: pictures, books, recordings, and other materials about Dr. King, his family, and the civil rights movement. Make arrangements for an adequate sound system.
3. Play gospel music softly as the audience gathers. One of King's favorite songs was "Precious Lord Take My Hand," which can be found on albums by such performers as Mahalia Jackson, Shirley Ceasar, or James Cleveland.
4. Welcome the audience and begin the program with a poem about King, such as "In Memory" by Ericka Northrop (*Jack and Jill*, Feb. 1989).
5. Ask a few children to share what they know about Dr. King's life. Point out any displays or materials that provide information about the event the child is sharing.

¹ Complete addresses for all sources marked with an asterisk (*) can be found in the Resources section at the end of this chapter.

6. Read or tell the story of Dr. King's life by using a short biography, such as *The Picture Life of Martin Luther King Jr.*, by David Adler (Holiday House, 1989).
7. Teach audience participation poems or songs. When he was a child, two of Dr. King's heroes were Frederick Douglass and Harriet Tubman. Share the poem "Harriet Tubman" by Eloise Greenfield in *Honey, I Love and Other Love Poems*.^{†2} Practice the poem's refrain with the audience. Sing "Free At Last" from *Walk Together Children* by Ashley Bryan (Atheneum, 1974).
8. Tell protest stories, such as "Ole Sis Goose" from *The Book of Negro Folklore*, edited by Langston Hughes (Dodd, 1983), or "Brer Rabbit's Protest Meeting" from *The Days When the Animals Talked* by William Faulkner (Follett, 1977). Remind the children that these stories protested the segregation laws of that time.
9. Recite one of Langston Hughes's poems, such as "I Too Sing America," "The Dream-keeper," or "My People." As a child, Dr. King enjoyed the poetry of Langston Hughes and had the opportunity to recite a poem when Hughes visited his school.
10. Read or recite excerpts about Dr. King from *Selma Lord Selma* by Sheyann Webb (Morrow, 1980) or "Daddy" by Yolanda King in *Talk That Talk*, edited by Linda Goss (Simon and Schuster, 1989). A child from the community could present one of these readings, which show that, as an adult, Dr. King was a friend to children.
11. Ask the audience to tell what gift they would give to honor the memory of Dr. King. End the program with a recording, such as Stevie Wonder's "Happy Birthday to Ya."

AFRICAN-AMERICAN HISTORY MONTH

Carter G. Woodson, an African-American historian and teacher, established February as a time to celebrate black history. During this month, plan programs that highlight the many facets of black history and black culture. Program topics can range from the achievements of

blacks in ancient Africa to their contributions to the exploration of outer space. Programs during this month might include films about famous African Americans, storytelling programs by professional storytellers (for suggestions, contact the National Association of Black Storytellers*), talks by successful African Americans in the community, performances by cultural groups, or exhibits of artwork or other artifacts. Sponsoring a book fair that features African and African-American materials is another option for this celebration.

The following activities and storytelling program could be presented individually or as a series during the month of February. It cannot be stressed enough, however, that black history programs should be presented all year long, not just in February.

African Crafts

An increasing number of African Americans are wearing African clothing and accessories and showing that they are proud of their African heritage. Capitalize on this interest and create black history month programs that feature African artifacts. African artwork, such as wood carvings, metalwork, and fabric designs, was usually put to practical uses. Items were not made just to be exhibited.

The following crafts were chosen because children can usually complete them in one session. Also the completed craft can be put to practical use. If time permits, include a story, poem, or song during these sessions. Some appropriate books to use are: *Africa Dream*[†] by Eloise Greenfield, *Spin a Soft Black Song*[†] by Nikki Giovanni, and *I'm Going to Sing*[†] by Ashley Bryan. Other activities can be found in *Children Are Children* by Ann Cole (Little, Brown, 1977).

MASKS

African masks (see figures 1 and 2) are usually carved from wood and might be decorated with beads, shells, straw, or other objects. The masks are worn in religious ceremonies and represent spirits. They are carved in the shape of human faces or animal heads.

^{†2} Titles marked with a dagger (†) have complete annotations in the Bibliography for this chapter.