



SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (College): Education	Academic Organization (Department): Teacher Education	Date: 10/9/06
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: Robert Pritchard	Submitted by: Kay Moore
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> CCE: Yes <input type="checkbox"/> No <input type="checkbox"/>	Semester Effective: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> 2007

This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):	
This Catalog Number (course number) is being replaced:	

Change from:

Subject Area (prefix) & Catalog No. (course no.):	Title:	Units:
--	---------------	---------------

Change to:

Subject Area (prefix) & Catalog No. (course no.): EDTE 121	Title: Multicultural Children's Literature	Units: 3
---	---	---------------------------

JUSTIFICATION:

The growing diversity of the American population is becoming evident in the children's literature being published. This survey course will explore literature for children by and about African American, Asian, Latino, and Native American people and will provide opportunities for investigating and comparing/contrasting the literatures of other ethnic, cultural, and religious groups. Issues of multiculturalism, the history of multicultural children's books, stereotyping, authenticity of perspective, criteria for selecting and evaluating these books will be discussed and explored via reading, research and writing. In addition, students will learn how to present these books to children in a variety of settings.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crsppl.htm> - Guidelines for Catalog Course Description)

Survey of historical and modern multicultural children's literature examining standards of selection and acquaintance with the leading authors, illustrators and book awards; procedures and practice in methodology. Focus on children's literature which represents the diversity in America and fosters an understanding of the cultural values, identity, and heritage of those populations.

Note:	
Prerequisite: WPE or ENGL 109W or ENGL 109M	
Corequisite:	
CAN (California Articulation Number):	
Graded: Letter <input checked="" type="checkbox"/> Credit/No Credit <input type="checkbox"/>	Instructor Approval Required? Yes <input type="checkbox"/> No <input type="checkbox"/>
Course Classification (e.g., lecture, lab, seminar, discussion): C-04	Title for SIS+/CMS (not more than 30 characters)
Cross Listed? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, do they meet together and fulfill the same requirement, and what is the other course.
How Many Times Can This Course be Taken for Credit? <u> 1 </u>	
Can the course be taken for Credit more than once during the same term? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at <http://www.csus.edu/acaf/example.htm>

Students will be able to:

- 1) examine a range of high-quality multicultural children's literature, both classic and contemporary, which reflects the underrepresented ethnic/racial minority groups of the U.S. (primarily Asian, African American, Latino, and Native Americans). The many genres of children's literature will be studied from diverse cultural and pluralistic perspectives.
- 2) identify bias-free, age appropriate, relevant, and multicultural literature and employ it as a means of motivating children to engage in meaningful literacy activities and develop a love of reading.
- 3) develop bibliographic and research expertise. The use of library and electronic data bases will support this activity.
- 4) write scholarly papers/assignments using the writing process (brainstorming, drafting, editing, re-writing, and publishing) which represent not less than 5,000 words.
- 5) demonstrate a variety of methods of sharing multicultural books with children.
- 6) explain how an exposure to multicultural children's books can foster an understanding of the cultural values, identity, and heritage of diverse populations.

****Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

As this class is designed to meet the writing intensive graduation requirement, there is on-going feedback to four different types of writing assignments (1) picture book double entry journal, 2) picture book analysis paper, 3) persuasive essay on novel and 4) creative project on an author, illustrator or poet) via the writing process. Students will receive peer and instructor comments (written and oral) to papers/project at various points (brainstorming, draft, final product). WebCT will be used for ongoing communication. There will be a mid-term and final examination. Points are assigned to each assignment and final grades are based on percentage of points achieved.

For whom is this course being developed?

Majors in the Dept ___ Majors of other Depts X Minors in the Dept ___ General Education X Other ___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes ___ No X

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No X

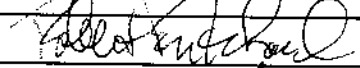
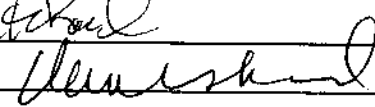
If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). Have consulted with English, Ethnic Studies, Humanities, and Bilingual Multicultural Education

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

	Date
Department Chair: 	11/20/06
College Dean or Associate Dean: 	11/20/06
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

California State University, Sacramento
Teacher Education Department

EDTE 121: Multicultural Children's Literature

Course Description: The growing diversity of the American population is becoming evident in the children's literature being published. This survey course explores literature for children by and about African American, Asian, Latino, and Native American people and will provide opportunities for investigating and comparing/contrasting the literatures of other ethnic, cultural, and religious groups. Issues of multiculturalism, the history of multicultural children's books, stereotyping, authenticity of perspective, criteria for selecting and evaluating these books will be discussed and explored via reading, research and writing. In addition, students will learn how to present these books to children in a variety of settings.

Course Objectives

Students will:

- 1) Examine a range of high-quality multicultural children's literature, both classic and contemporary, which reflects the underrepresented ethnic/racial minority groups of the U.S. (primarily Asian, African American, Latino, and Native Americans). The many genres of children's literature will be studied from diverse cultural and pluralistic perspectives.
- 2) Identify bias-free, age appropriate, relevant, and multicultural literature and employ it as a means of motivating children to engage in meaningful literacy activities and develop a love of reading.
- 3) Develop bibliographic and research expertise. The use of library and electronic data bases will support this activity.
- 4) Write scholarly papers/assignments using the writing process (brainstorming, drafting, editing, re-writing, and publishing) which represent not less than 5,000 words.
- 5) Demonstrate a variety of methods of sharing multicultural books with children.
- 6) Explain how an exposure to multicultural children's books can foster an understanding of the cultural values, identity, and heritage of diverse populations

Prerequisite: As this is a course that satisfies the writing intensive graduation requirement, students MUST have passed either the WPE or ENGL 109W or ENGL 109M prior to taking this class.

REQUIRED TEXTS: Norton, Donna E. (2004). *Multicultural Children's Literature: Through the Eyes of Many Children* (2nd Edition). Prentice Hall.

In addition, students will read a variety of children's books (20 picture books and 1 novel) as part of their out-of-class assignments. These will be available in the Sac State library, local public libraries, and in some cases, on loan from the instructor. Students will also read or overview additional multicultural children's books in class.

Novels (Class will be divided into groups; Each student will read one of the following novels)

Esperanza Rising by Pam Munoz Ryan

Morning Girl by Michael Dorris

A Single Shard by Linda Sue Park

When the Watsons Go to Birmingham – 1963 by Christopher Paul Curtis

The Island on Bird Street by Uri Orlev

NOTE: WEBCT 6 will be used in this class.

CLASS SCHEDULE

Week 1: Guiding Questions

- *How do we define multicultural children's literature?*
- *What is at stake in defining it?*
- *Why study multicultural children's literature?*
- *What are some of the problems, issues, and controversies currently being debated?*
- *Many multicultural texts for children are folktales. Are folktales a good way to teach children about various cultures? What are the benefits and problems of teaching multicultural folktales?*

Class 1: Welcome to the World of Culturally Diverse Children's Literature!; Overview of Course; "How a Children's Book is Made" Presentation; Group Sharing: *People* by Peter Spier; Sac State Writing Center Tutor Overview

Homework: Read the following:

- 1) "Diamonds in the Rough: The Search for Socially Responsible, Multicultural Children's Literature" by Janine MacBeth. As found in "Colorlines Magazine: Race, Action, Culture," Fall, 2005.

Find it at:

http://www.findarticles.com/p/articles/mi_m0KAY/is_3_8/ai_n15395379/pg_1

- 2) Personal Reflection about Reading/Stories (**Assignment 1**)

Class 2: **Assignment 1 Due;** Discussion: The Changing World of Children's Books; "What's Wrong with *The Five Chinese Brothers?*" Listening to Literature: *The Crayon Box That Talked* (Shane Derolf & Michael Letzig); The Role of Folktales; What are variants?; Discussion of Cinderella variant assignment

Homework: Read the following:

- 1) Norton, Chapter 1: "Introduction to Multicultural Literature" (pages 1-10)
- 2) **Begin Assignment 2:** Cinderella Variant comparison
Useful website: <http://www.surlalunefairytales.com>

.....

Week 2: Guiding Questions

- *What is the history of multicultural children's literature? Its politics?*

- *Should the race, gender, or ethnicity of an author matter when discussing a text?*
- *What factors go into book selection? Visual representations? Language use? Characterization? Realistic portrayals? What about factors outside of the text? Community? Cultural Context? Relation to other texts?*

Class 3: In-Class Group Work with Assigned Cinderella Variant; Discussion of “10 Quick Ways to Analyze Children’s Books for Racism and Sexism” brochure
Homework: Complete the second part of the Cinderella variant assignment (**Assignment 2**). Read three other Cinderella variants and complete the chart provided. Bring books/stories with you to the next class.

Class 4: Class Discussion of Cinderella variants (**Assignment 2 Due**); Introduction of Picture Book Double Entry Journal; In-class Practice of Double Entry Journal with Peer/Instructor Feedback

.....

Week 3: Guiding Questions

- *What constitutes a picture book of good quality? What are the genres of juvenile books?*
- *What is a positive example of a multicultural picture book? How is it characterized? Are there negative examples? Why?*
- *Is an award-winning book always a positive model of multiculturalism?*

Class 5: Understanding Picture Books: Narrative and Illustrations; Book Browse: Looking at Genres in Picture Books

Homework: 1) If desired, review website “Picturing Books” (<http://picturingbooks.imaginarylands.org/>)
 2) Start **Assignment 3** (Picture Book Double Entry Journal)

Class 6: **Book Awards:** Newbery and Caldecott Medal/Honor Awards – What are they and how have multicultural books been represented? What criteria should be used to find quality multicultural children’s books?

Homework: Read Norton, Chapter 2 “African American Literature” (pages 13-45)

.....

Weeks 4 and 5: Guiding Questions (African American Literature)

- *What is the Black Aesthetic within children’s literature?*
- *Why is oral tradition important in a discussion of African American literature?*
- *Who are well-known black children’s literature authors?*
- *What resources help you find quality African American children’s books?*

Class 7: What makes quality African American children's literature? Review of text and other key points discussion

Homework: Read:

- 1) Lester, Neal A. *Nappy Edges and Goldy Locks: African-American Daughters and the Politics of Hair*. Can be found at:
http://muse.jhu.edu/journals/lion_and_the_unicorn/v024/24.2lester.html
- 2) Norton, Chapter 2 "Involving Children with African American Literature" (pages 47-57)

Class 8: Class sharing/discussion: Herron, Carolivia. *Nappy Hair* and hooks, bell. *Happy to Be Nappy*. What happens when books like these are challenged? Censored?

Homework: Finish **Assignment 3** (Picture Book Double Entry Journal)

Class 9: **Assignment 3 Due;** Methods of sharing African American children's books

Class 10: **Author Celebration** (Christopher Paul Curtis; Patricia McKissack); **Book Awards:** Carter G. Woodson Book Award; Coretta Scott King Book Award – Criteria and Winners

Homework: 1) Read Norton, Chapter 3 "Native American Literature" (pages 69-107)
2) Complete Venn diagram for **Assignment 4**

.....

Weeks 6 and 7: Guiding Questions (Native American Literature)

- Why is the phrase "not one voice, but many" important to remember in Native American children's literature?
- What is a *pourquoi* tale? Why is storytelling an effective way to share these types of stories?
- Who are well-known Native American children's literature authors?
- What resources help you find quality Native American children's books?

Class 11: What makes quality Native American children's literature? Review of text and other key points discussion; Storytelling video: *Pourquoi* tale.

Class 12: Peer Review of Venn Diagram; Class sharing of *The Arrow to the Sun* by Gerald McDermott; Video tape overview of his work; Debate: Can a non-native author/illustrator create authentic children's books?

Homework: 1) Read Norton, Chapter 3 "Involving Children with Native American Literature" (pages 109-122)
2) Finish first draft of essay (**Assignment 4**)

Class 13: Peer Review of Draft Essay (**Assignment 4**); Methods of sharing Native American children's books: **Author Celebration** (Jamake Highwater; Virginia Driving Hawk Sneve); **Book Award:** American Indian Youth Services Literature Award: Criteria and Winners

Homework: Revise draft of essay (**Assignment 4**)

Class 14: Turn in final essay (**Assignment 4**); Review study questions for mid-term exam.

Homework: Study for mid-term exam.

.....

Weeks 8 and 9: Guiding Questions (Latino Literature)

- *Who are well-known Latino children's literature authors?*
- *What is the Barahona Center for the Study of Books in Spanish for Children and Adolescents?*
- *What other resources also help you find quality Latino children's books?*

Class 15: Mid-term Exam

Homework: Read Norton, Chapter 4 "Latino Literature" (pages 133-162)

Class 16: What makes a quality Latino children's literature book? Review of text and other key points discussion

Homework: 1) Read Norton, Chapter 4 "Involving Children with Latino Literature" (pages 164-173)
2) Begin reading selected novel (**Assignment 5**)

Class 17: Readers' Theater with stories by Alma Flor Ada

Homework: Continue reading selected novel (**Assignment 5**)

Class 18: Methods of sharing Latino children's books: Author Celebration (Gary Soto; Pam Munoz Ryan); Book Award: The Pura Belpre Award: Criteria and Winners

Homework: 1) Do story map graphic organizer/5 key points for selected novel (**Assignment 5**)

.....

Weeks 10 and 11: Guiding Questions (Asian Literature)

- *What are the differences between Asian and American cultures and how are these addressed in children's book?*
- *What are the Jataka tales?*
- *What role does religion play in Asian folklore?*
- *Who are well-known Asian children's literature authors?*
- *What resources help you find quality Asian children's books?*

Class 19: Literature Circle with selected novel (**Assignment 5**)

Homework: Read Norton, Chapter 5 "Asian Literature" (pages 183-214)

Class 20: What makes a quality Asian children's literature book? Review of text and other key points discussion

Homework: 1) Read Norton, Chapter 5 "Involving Children with Asian Literature" (pages 216-224)

2) Finish draft of persuasive essay (**Assignment 5**)

Class 21: Draft of **Assignment 5** Due; The Benefits of Author Visits: Meet author Milly Lee (in person [if possible] or via her books)

Class 22: Methods of sharing Asian children's books; Author Celebration (Laurence Yep; Yoshiko Uchida); Book Award: Asian/Pacific American Awards for Literature: Criteria and Winners

Homework: 1) Read Norton, Chapter 7 "Middle East Literature" (pages 285 - 309)
2) Revise **Assignment 5** as needed

.....

Week 12: Guiding Questions (Middle East Literature)

- *Who are well-known Middle Eastern children's literature authors?*
- *What resources help you find quality Middle Eastern children's books?*

Class 23: **Assignment 5** Due; What makes a quality children's literature book from a Middle Eastern perspective? Review of text and other key points discussion

Homework: Read Norton, Chapter 7 "Involving Children with Literature from the Middle East" (pages 311- 317)

Class 24: Methods of sharing Middle Eastern children's books: Author Celebration (Naomi Shihab Nye); Book Award: Middle East Book Award: Criteria and Winners

Homework: 1) Read Norton, Chapter 6 "Jewish Literature" (pages 235 - 264)
2) Start research for creative project (**Assignment 6**)

.....

Week 13: Guiding Questions (Jewish Literature)

- *What is the legend of the Golem and what is its place in Jewish children's literature?*
- *Who are well-known Jewish children's literature authors?*
- *What resources help you find quality Jewish children's books?*

Class 25: What makes a quality children's literature book from a Jewish perspective? Review of text and other key points discussion

Homework: Read Norton, Chapter 6 "Involving Children with Jewish Literature" (pages 266-276).

Class 26: Methods of sharing Jewish children's books: Author Celebration (Eric A. Kimmel; Patricia Polacco); Book Award: Sydney Taylor Book Award: Criteria and Winners

Homework: Draft one page fact sheet for **Assignment 6**

.....

Week 14: Guiding Questions

- *What are the most effective ways to share multicultural children's books in school settings? Other settings?*

Class 27: Peer Editing of Fact Sheet; Jigsaw reading of article: Read Dietrich, Deborah and Kathleen S. Ralph. Crossing Borders: Multicultural Literature in the Classroom. The Journal of Educational Issue of Language Minority Students, V. 15, Winter 1995. Boise State University.

Found at: <http://www.ncela.gwu.edu/pubs/jeilms/vol15/crossing.htm>

Homework: Draft Creative Project.

Class 28: Instructor Editing of Creative Project; Students will sign-up for editing times. Instructor will also edit drafts submitted via email.

Homework: Finish Creative Project (**Assignment 6**)

.....

Week 15: Guiding Questions

- *Why is it best to use projects that involve all of the senses to get children interested in reading multicultural literature?*

Class 29: Literary Cultural Festival: Sharing of Creative Projects

Class 30: Review for Final Exam (Bring questions!)

Homework: Study for Final Exam

Final Exam: Date TBA

COURSE REQUIREMENTS

It is anticipated that you will attend class regularly, arrive on time, stay for the whole class, bring assigned books to class, complete assignments, including responses to reading selections and display an understanding of material read through class discussions. You are also expected to speak up and out in class, to question not only when you do not understand, but also when you disagree.

Cell phone or other electronic devices must be turned off or silenced during class in respect for your own and other's learning.

Assignments

1. Personal Reflection about Reading

Think about your early experiences with reading and stories. Did your parents do lap reading? Read bedtime stories? Pass on family stories orally? Did any of these experiences include characters who were different from you in ethnicity, religion, culture, etc. What about your favorite book/story at that age? Write a 1-2 page (maximum) narrative in which you reflect about the type of stories you read/heard as a child. (25 points)

2. Cinderella Variant Study

There are variants for the "Cinderella" story from many cultures and we will be discussing examples of these throughout the class. In small groups, you will read a Cinderella variant work provided by the instructor. Be prepared to discuss your version with your group on the assigned date. You will complete the variants chart handout for this story with your group. Then outside of class, you will read three other versions of Cinderella (using the resources provided by the instructor). These may not include any variants done by other groups during the class review. You will complete the chart for the stories you read. As a class, we will compare and contrast the variants read with the Perrault version. (50 points)

3. Picture Book Double Entry Journal

Read 20 picture books that represent different races, cultures, or ethnic groups. As you read, you will make a double entry. List each book according to the bibliographic format provided. Then on the left side of the paper, you will give a brief overview of the story. On the right side of the paper, you will give your initial reactions to the narrative and illustrations. These should incorporate content/topics presented in class discussions and reading of text. You will do your first entry in class and receive peer and instructor feedback. Each entry should be approximately 1/3 page (7-8 pages total). (200 points)

4. Picture Books Analysis Paper

Choose two picture book from the 20 which you reviewed for assignment 4. These must represent two different cultures, ethnicities, etc. Write an essay that analyzes the books in-depth from two aspects: the narrative and the illustrations. Do each present a positive and accurate portrayal of the selected group? Incorporate specific details from the stories and illustrations to support your points. Then you will write a final summary where you compare/contrast the two books as for their usefulness in instilling sensitivity to a multicultural perspective. Please get your questions answered by the instructor and/or use the Sac State Writing center as a resource.

- Brainstorming/Graphic Organizer (Venn Diagram) (25 points)
- First Draft (This will be peer-reviewed during class; Be sure to bring the books you are using to that class meeting) (50 points)
- Final Paper (5-6 pages double-spaced) (250 points)

5. Literature Circle/ Persuasive Essay on Novel Paper

As you read your novel, make notes on post-its about difficult vocabulary, vivid language, content features or any other topic which you find interesting. You will discuss these in a literature circle on the assigned date.

Following this discussion, you will write a persuasive essay about the novel you read. Your goal is to persuade a teacher that this novel should be incorporated into her classroom curriculum. Briefly summarize and analyze the text. Anticipate and talk about difficulties that might be encountered in sharing the text with children. What factors would have to be considered? Who is the implied reader of the text? What is the point of view? How might you best share the text with a variety of children?

Students will receive additional detail about this assignment in class as well as the scoring rubric for the paper. Please get your questions answered by the instructor and/or use the Sac State Writing Center as a resource. It will be completed and graded in the following sections:

- Brainstorming/Story Map Organizer/5 key persuasive points (50 points)
- First Draft (Instructor will provide feedback) (100 points)
- Final Paper (5-6 pages double-spaced) (Rubric score x 10; Maximum possible would be 240 points)

6. Study/Creative Project of an Author, Illustrator or Poet

From the list provided, select an author/illustrator/poet to research. Complete an in-depth study of this children's author, illustrator or poet. This study will evolve in two parts: 1) Fact sheet about the poet, author or illustrator, a bibliography of his or her works and ways that they could be used with children to pass out in class.

You will need enough copies for each person in the class and the instructor (100 points); and

- 2) A creative presentation about the person for the class. This may take the form of a bulletin board display, picture book biography or Powerpoint presentation. It must overview their writing content/style, list books published and highlight the contributions the person's work has made to their respective cultural, ethnic, racial, etc. group. Your goal is to get your peers to want to learn more about this person's work. (250 points)

Each written part of this project will be drafted and given written feedback prior to the final presentation to the class.

7. Mid-term and Final Exams

Each exam will be a combination of short answer and essay. The mid-term will be worth 100 points and the final will be worth 200 points.

Evaluation

Points are earned by demonstrating knowledge and the skills in meeting the assignments in the course. Assignments will be accepted after the due date, however the instructor will deduct 5% of the assignment's point total. All assignments must be submitted by the Friday before final's week to receive any credit.

In all assignments, minimize incorrect spelling and faulty sentence structure. Classroom writing process procedures should help catch these. All assignments should be double-spaced and typed.

93-100% = A	78-79% = C+	61-62% = D-
90-92% = A-	73-77% = C	60% or below = F
88-89% = B+	70-72% = C-	
83-87% = B	68-69% = D+	
80-82% = B-	63-67% = D	

Total Points Possible: 1640

Bibliography of Additional Scholarly Resources

- Flor Ada, Alma. (2004). *A Magical Encounter: Latino Children's Literature in the Classroom* (2nd Ed.). Boston: Allyn & Bacon.
- Harris, Violet J. (1997). *Using Multiethnic Literature in the K-8 Classroom*. Christopher-Gordon Publishers.
- Henderson, Dawn and Jill May (Eds.). (2005). *Exploring Culturally Diverse Literature for Children and Adolescents*. Boston: Allyn and Bacon.
- Multicultural Children's Literature in the Elementary Classroom. Found at:
<http://www.kidsource.com/kidsource/content5/multi.cult.lit.class.html>
- Something about the Author* series. Sac State Library: 2 SOUTH Ref. Juvenile.
- Steiner, Stanley F. (2001). *Promoting a Global Community Through Multicultural Children's Literature*. Teacher Ideas Press.

Bibliographies of Multicultural Books

- Celebrating Cultural Diversity Through Children's Literature. Website maintained by Dr. Robert F. Smith, Towson University. <http://www.multiculturalchildrenslit.com/>
- Hansen-Krening, Nancy, Elaine M. Aoki, and Donald T. Mizokawa (Eds.). (2003). *Kaleidoscope: A Multicultural Booklist for Grades K-8* (4th Ed.). Urbana, IL: National Council of Teachers of English. (Available for reference usage in campus library)
- Indigenous People's Literature: <http://www.indians.org/Resource/resource.html>
(Check out Native American Storytellers Online:
<http://www.hanksville.org/storytellers/>; Also Native American authors:
<http://www.ipl.org/div/natam/>)
- A WORLD OF DIFFERENCE Institute: Recommended multicultural and Anti-Bias Books for Children: <http://www.adl.org/bibliography/default.asp>

Children's Authors/Illustrators/Poets for Individual Study (**Assignment 6**)

Asian

Sheila Hamanaka
Yumi Heo
Lensey Namioka
Linda Sue Park
Allen Say
Chris Soenpiet
Janet Wong
Paul Yee
Ed Young

Native

Joseph Bruchac
Shonto Begay
Joy Harjo
George Littlechild
Cynthia Leitich Smith
N. Scott Momaday
Louise Erdrich
Simon Ortiz
Michael Dorris

Latino

Alma Flor Ada
George Ancona
Nicholasa Mohr
Pat Mora

African American

Arnold Adoff
Ashley Bryan
Lucille Clifton
Floyd Cooper
Donald Crews
Leo and Diane Dillon
Tom Feelings
Eloise Greenfield
Nikki Grimes
Virginia Hamilton
James Haskins
Wade Hudson
Sharon Bell Mathis
Walter Dean Myers
Jerry Pinkney
Faith Ringgold
John Steptoe
Eleanora E. Tate
Mildred D. Taylor
Mildren Pitts Walter
Jacqueline Woodson

Jewish

Barbara Cohen
Norman H. Finkelstein
Barbara Diamond Goldin
Trina Schart Hyman
Kathryn Lasky
Karen Levine
Sonia Levitin
Anna Olswanger
Erica Silverman
Isaac Bashevis Singer
Jane Yolen

Middle Eastern

Rafik Schami
Gaye Hicyilmaz
Daniella Carmi
Idries Shah

NOTE: If you have another children's author/
illustrator/poet you would like to study,
talk to the instructor.