Integrating multicultural literature into the curriculum at Pyne Poynt Family School, Camden, New Jersey

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Integrating Multicultural Literature into the Curriculum at Pyne Poynt Family School
Camden, New Jersey

by
Corlette D. Mays

A Thesis
Submitted in partial fulfillment of the requirements of the Masters of Arts Degree in the Graduate School of Rowan University
May 1997

Approved by_________________________ Professor

Date Approved_________________
This thesis documents the importance of multicultural literature in educational environments and provides strategies for implementing the literature into the curriculum. Without the knowledge and the background of what's available in this particular genre and how it can be used effectively, integration of materials into the curriculum cannot occur.

The African American and Hispanic American bibliographies were developed from the materials in the Pyne Poynt Family School Library to be used as teaching tools for the staff when developing resource based units of instruction and assignments. With this awareness, usage of the multicultural materials in the collection should increase over a period of time by the staff and student body.
The purpose of this thesis was to define the usage of multiculturalism in our society, provide strategies for implementing multicultural materials into lesson plans and develop bibliographies that would assist teachers in the integration of multicultural literature throughout the curriculum. The African American and Hispanic American bibliographies are to be used as reference packets for instructional activities within the school.
**TABLE OF CONTENTS**

Chapter 1 - Introduction ................................................................. 1

Chapter 2 - Literature Review

- History ............................................................................................... 3
- Purpose of Multiculturalism .............................................................. 4
- Multicultural Limitations .................................................................... 5
- Curriculum Integration ....................................................................... 7

Chapter 3 - Curriculum Materials .......................................................... 10

Bibliographies
- African-American ............................................................................. 11
- Hispanic-American ........................................................................... 25

Works Cited ........................................................................................ 31
CHAPTER ONE

INTRODUCTION

The purpose of this thesis is to document the importance of multi-
cultural literature in educational environments. It will also provide
strategies for implementing the multicultural literature into the curriculum.
This is of extreme significance for the Pyne Poynt Family School located in
Camden, New Jersey, which is comprised of a student body that is
approximately 50% Hispanic and 50% African-American. The library there
possesses a wealth of multicultural literature (fiction, non-fiction,
biographical and media) that reflects the heritages of the student population,
as well as many other cultures. These materials were purchased in the early
90's, and have been enhanced yearly through funds from the Quality
Education Act. The district allotted this money to the schools for the specific
purpose of providing appropriate and accurate resources for acquiring
knowledge, but also to foster and improve our students' self-esteem through
visualization and the reading of relevant literature.

It is my opinion however, that this colorful, insightful and valuable
literature is underutilized by both staff and students in their classroom
environment. Therefore, it is my desire to provide our staff with
bibliographic materials that can be integrated into the curriculum. While it
should be the aim of every media specialist to fully infuse their library with as
much diversity as possible, the development of an African-American and
Hispanic multicultural collection will be the focus of this thesis.

Included is a bibliography which is a representative sampling of the available multicultural materials of African-Americans and Hispanics, in the Pyne Poynt Library, so that the staff and students may benefit from its proximity and usage in the curriculum. Print materials will include: children's fiction, young adult fiction, non-fiction "900" historical, geographical and cultural materials, and reference sources. Video and software mediums will also be provided. Once the staff becomes more aware of what is available through this ready reference packet of available multicultural materials in the Pyne Poynt School library, they can begin to incorporate these resources into their lessons plans and assignments for their students.

As educators, our goal is to increase and expand our student's appreciation, understanding, sensitivity and knowledge of the culturally diverse world in which we live, while enhancing their self-esteem through ethnic literature. Hopefully, the bibliographies will become a tool that will increase the usage of the collection when the teachers and the media specialist cooperatively plan resource based units that cover various aspects of the curriculum.
CHAPTER TWO

LITERATURE REVIEW

History

The history of library services and collection development in respect to culture has progressed through several phases. In the beginning, the focus was on European immigrants who assimilated into America's middle class in the 1920s through the 1950s. In the 1960s and 70s, patronage to racial minorities was emphasized as part of "library services to the disadvantaged" (Peterson, 1995). Now in the 1980s and 90s where everything must be "politically correct," the focus has become "multicultural," which defines almost every possible group seeking recognition.

Developing an appreciation for many cultures is a national educational concern tied to the emerging demographics of our nation and the rapid disappearance of political boundaries that previously isolated many ethnic groups. Indeed "multiculturalism" has been taken up by politicians who find it a useful tool to inflame the passions of partisans of varying persuasions. For some it symbolizes the evil forces of an international conspiracy to destroy our "way of life." To others "it" becomes a rallying cry to stake out some territory restricted to all but the certified cultural members (Marantz, 1995).
According to a report cited in School Library Journal, May 1993, members of four minority groups: African-Americans, Hispanic-Americans, Asian-Americans and Native-Americans make up nearly one-third of the school age population in the United States and it is predicted that they will be one-half of the school population by the year 2035 (McElmeel, 1993).

Purpose of Multiculturalism

Children of all races should be able to identify with literary characters from many different cultures. The contributions of authors and illustrators whose works reflect these cultures must not be relegated only to special focus weeks or months (McElmeel, 1993). All children should be exposed to a diversity of cultures and heritages, and not just role models and literature of their own cultures. The only way children grow is to become tolerant of the differences of other people while learning how to respect others and their ideas. Children growing up in these environments should not think that playing sports is the only way an African-American can make a mark on the world, or that all Hispanic-Americans are migrant workers or that all Native-Americans are Indian war-mongers wearing feathers and face paint (McElmeel, 1993). Students also benefit from reading literature that reflects their own ethnic and cultural background. Some literature can be an important tool in helping all students develop a healthy self-concept, one that is based on a knowledge of, and a sense of pride in, family background.
Hence the push for "multiculturalism" in our schools and communities.

We must recognize the importance of multicultural literature and education in a society as ethnically diverse as the United States. Banks (1992) explains that the curriculum should encourage and assist students to understand the values, beliefs and stereotypes associated with their particular family and community affiliation. Minority cultures and the cultures of other nations should also be represented in our curriculums. Experts in multicultural education frequently emphasize the importance of using literature to increase cultural awareness. Whether the literature used is in the form of picture books, fiction, non-fiction, reference, video or CDs, it should accurately reflect and portray the history, customs, values and language of a particular cultural group. Through sharing carefully selected literature, students can learn to understand and to appreciate a literary heritage that comes from many diverse backgrounds (Peterson, 1995).

Multicultural Limitations

With national educational goals for our students to excel in the core subject areas dictated by the state, some teachers find themselves limited when trying to integrate multicultural literature into the curriculum. Limited budgets and mandated curriculums often hinder the teacher's efforts to explore and pursue the study of multicultural literature. In addition, large numbers of teachers enter the profession untrained to teach multicultural
literature and the ethnic experience. Doubting their own ability to evaluate multicultural materials, they question the validity of the subject matter (Patterson, 1982). Patterson notes that by taking a deeper look into the mindset of teachers, research reveals that some harbor prejudices that inhibit their willingness to subscribe to multicultural learning and if pressured to teach it, do so on a limited basis. Educators Adams, Prado and Schniedewind (1992) stress the importance of having the staff and faculty recognize the need to analyze their own cultural habits, values and beliefs before an effective approach for the integration of multicultural literature into the curriculum can come to fruition. Research has indicated that effective teaching strategies are an area of concern to teachers who serve multicultural students. Implementing teaching strategies, exploring teaching styles and providing training are key to the inclusion of multiculturalism in the classroom (Davis, 1994).

Libraries and media specialists assist in these areas by acting as major sources of knowledge within every school and community. They have a unique responsibility to help society and educators grapple with the ramifications of multiculturalism. Their very survival as an institution is in jeopardy if they do not succeed at these tasks (Peterson, 1995). Therefore, they must develop their collections to reflect the needs of our growing ethnic populations in all forms of library medium.
In recent years public issues have generated considerable interest in different ethnic heritages. As a result, there are numerous materials which reflect the African-American and Hispanic/Latino experience. They are still not as readily accessible or available through mainstream catalogs or jobbers as Eurocentric materials, but this too is improving. It is really a matter of knowing where to look for materials. One must make a concerted effort to familiarize oneself with authors and publishers that focus on specific cultural groups. Reference materials are even harder to locate (Kamin, 1995).

Culturally diverse literature and references familiarize students with ethnic experiences of others and demonstrate the value of a rainbow society such as ours. Books and other mediums in which people can see themselves have been shown to motivate reading and research, thereby facilitating the goal of literacy for all. Searching, evaluating, purchasing and planning are key elements for the ultimate multicultural collection.

Curriculum Integration

Curriculum integration, teacher collaboration and cooperative planning are all terms used to underscore the importance of working with staff in order to empower students with meaningful knowledge and skills (LeLoup, 1996).

In a recent informal survey of school library media specialists conducted by Harlan R. Johnson (1996), librarians found teachers to be quite
interested in specific ways multicultural literature can be integrated into the curriculum. Communication was stressed as the key factor so a level of trust can be built between the librarian and teacher. Teachers and librarians must first communicate with one another frequently to build a rapport and acceptance of the knowledge each possesses. Once a teacher sees that communication results in materials being provided, the integration process can begin.

The involvement of the librarian in curriculum development provides a base for materials selection and allows them access to the teachers for the suggestion of appropriate items to support the curriculum. The sharing of information and resources is of primary importance, whether it is done formally or informally. Johnson (1996, p. 2) suggests for an initial collaboration with a specific teacher, a positive approach is to provide a new way of teaching an old unit with the inclusion of as many multicultural materials as possible. "Be proactive, show teachers what will likely work for them. Plan the lesson or unit cooperatively, show teachers how to infuse multicultural audiovisual and computer applications into their teaching. Showcase what teachers are doing to integrate multicultural materials into their lessons."

A librarian might best influence the infusion of multicultural material into the curriculum by planning with classroom teachers and suggesting materials that provide a multicultural awareness. Sharron McElmeel (1993)
explains how a book or any other medium can be useful in a school collection deemed "multicultural" when it supports or enriches the curriculum, usually in the areas of social studies, science, math, language arts or reading. For example, during the introduction of the mathematical concept of "sets," books by Mitsumasa Anno might be suggested for use. Anno is a Japanese author and illustrator whose books deal with many mathematical concepts. While the primary purpose for using one of his books may be his interest in math, sharing information about his Japanese heritage will validate the contributions of the Japanese in our culture. The usage of multicultural materials should provide additional content on topics of interest to the students.

Be aware though, that change will not occur overnight. Teachers who have been used to teaching independently of media center resources and technology will not suddenly start seeking the librarian's assistance and knowledge (LeLoup, 1996). The successful integration of multicultural literature into the curriculum is a personal thing. Individual contact is necessary to make it work.
CHAPTER THREE
CURRICULUM MATERIALS

When considering materials to review or purchase for a multicultural collection, five major areas of interest should first be examined: Biography, History, Literature (writer's, illustrators, poetry, criticisms, quotations), Arts and Sports. While there are many materials available for each subject area, a bibliography of the multicultural items located in the Pyne Poynt Family School library will be provided.

For each item, one will find that their PURPOSE is clear and defined, the AUTHORITY of the work is highly credible, the SCOPE is comprehensive for the subject, the CURRENCY is not too out of date, the COST is within reasonable budgets, the FORMAT is straightforward, the READABILITY level meets the needs of the patron's intended use (pleasure or research) and it supports the CURRICULUM in a major subject area. All of the items listed in the bibliography to be provided, (fiction, non-fiction, reference, video, and CD's) have been reviewed and recommended by literary sources and have met the criteria of what to look for when selecting materials.
This is a guide to a "representative sampling" of the information that the Pyne Poynt Library has to offer on the topics of African-Americans and African culture. You will find that these sources will help you learn facts about African Americans and the cultures they came from.

REFERENCE-ENCYCLOPEDIAS

Americana Encyclopedia 1991
Britannica Encyclopedia 1992
Compton's Encyclopedia 1992
Encyclopedia of Black America 1981
Funk and Wagnall's Encyclopedia 1993
New Book of Knowledge 1992 and 1995
New Grolier Multimedia Encyclopedia 1996
New Grolier Student Encyclopedia 1996
New Standard Encyclopedia 1994
Oxford's Children's Encyclopedia 1991
World Book Encyclopedia 1996
World Book Multimedia Encyclopedia 1996
World Book People and Places 1993

GENERAL REFERENCE

Contemporary Black Biography Vol. 1 & 2, 1992: REF 920
People's Multicultural Almanac: America from the 1400s to the present, 1994: REF 973
GENERAL REFERENCE (continued)

Asante, Molefi K.
Historical and Cultural Atlas of African Americans, 1992: REF 973 MOL

Cowan, Tom.
Timelines of African American History 1994: REF 973 COW

Hakim, Joy.
Liberty for All? 1994: REF 973 HAK

Hughes, Langston & Meltzer, Milton.
A Pictorial History of Black America, 1983: REF 920 HUG

Kranz, Rachel.
The Biographical Dictionary of Black Americans Facts on File: REF 920 KRA

Lindsey, Howard.
A History of Black America 1994: REF 973 LIN

Mason, Anthony.

McKissick, Patrick and Frederick.
The Civil Rights Movement in America 1992: REF 973 McK

Parrinder, Geoffrey.
African Mythology 1982: REF 299 PAR

Polski, Harry A.
The Negro Almanac 1990: REF 973 POL

Rush, Theresa.
Black American Writers Past and Present, 1975: REF RUS

Steele, Phillip.
The Peoples Atlas 1991: REF 912 STE

BIographies-SEriEs

Black Americans of Achievement. New York: Chelsea House (dates in 1980s and 1990s.) There are multiple copies of each title listed. This is the bulk of the biography collection.

Henry Aaron - Baseball Star. 92 AAR
Muhammed Ali - Heavyweight Champion. 92 ALI
Richard Allen - Religious Leader. 92 ALLr
Marian Anderson - Opera Singer. 92 AND
Maya Angelou - Poet/Author. 92 ANG
Louis Armstrong - Jazz Musician. 92 ARM
Arthur Ashe - Tennis Star. 92 ASH
Josephine Baker - Entertainer. 92 BAK
James Baldwin - Writer. 92 BAL
Benjamin Banneker - Scientist/Mathematician. 92 BAN
Amiri Baraka - Poet/Playwright. 92 BAR
Charles Barkley - Basketball Star. 92 BAR
Ida Wells Barnett - Civil Rights Leader. 92 BAR
Count Basie - Band Leader. 92 BAS
Romare Bearden - Painter. 92 BEA
James Beckwourth - Frontiersman. 92 BEC
Mary McLeod Bethune - Teacher. 92 BET
Guion S. Bluford - Astronaut. 92 BLU
Ralph Bunche - Politician. 92 BUN
Roy Campanella - Baseball Star. 92 CAM
George Washington Carver - Scientist. 92 CAR
Ray Charles - Singer/Musician. 92 CHA
Charles Chestnut - Author. 92 CHE
Bill Cosby - Comedian/Actor. 92 COS
Paul Cuffe - Abolitionist. 92 CUF
Miles Davis - Musician. 92 DAV
Gail Devers - Track Athlete. 92 DEV
Father Divine - Religious. 92 DIV
Charles Drew - Physician. 92 DRE
Frederick Douglass - Abolitionist. 92 DOU
W.E.B. Du Bois - Scholar/Social Activist. 92 DUB
Paul Lawrence Dunbar - Poet. 92 DUN
Katherine Dunham - Choreographer/Dancer. 92 DUN
Duke Ellington - Bandleader. 92 ELL
Ralph Ellison - Author. 92 ELL
Julius Erving - Basketball Star. 92 ERV
Patrick Ewing - Basketball Star. 92 EWI
James Farmer - Civil Rights Leader. 92 FAR
Ella Fitzgerald - Singer. 92 FIT
Marcus Garvey - Nationalist Leader. 92 GAR
Dizzy Gillespie - Musician. 92 GIL
Whoopi Goldberg - Comedian/Actress. 92 GOL
Alex Haley - Author. 92 HAL
Prince Hall - Social Reformer. 92 HAL
Fannie Lou Hamer - Civil Rights Leader. 92 HAM
Anfernee Hardaway - Basketball Star. 92 HAR
Matthew Henson - Explorer. 92 HEN
Grant Hill - Basketball Star. 92 HIL
Chester Himes - Author. 92 HIM
Billie Holiday - Singer. 92 HOL
Whitney Houston - Singer/Actress. 92 HOU
Lena Horne - Singer/Actress. 92 HOR
Langston Hughes - Poet. 92 HUG
Zora Neale Hurston - Author. 92 HUR
Bo Jackson - Baseball/Football Star. 92 JAC
Mahalia Jackson - Singer. 92 JAC
Michael Jackson - Singer. 92 JAC
Jesse Jackson - Civil Rights Leader/Politician. 92 JAC
James Weldon Johnson - Author. 92 JOH
Magic Johnson - Basketball Star. 92 JOH
Scott Joplin - Composer. 92 JOP
Barbara Jordan - Politician. 92 JOR
Michael Jordan - Basketball Star. 92 JOR
Florence Griffin Joyner - Track Athlete. 92 JOY
Jackie Joyner Kersee - Track Athlete. 92 KER
Martin Luther King - Religious/Civil Rights Leader. 92 KIN
Lewis Latimer - Scientist/Inventor. 92 LAT
Spike Lee - Filmmaker. 92 LEE
Joe Louis - Heavyweight Champion. 92 LOU
Malcolm X - Militant Leader. 92 X
Nelson & Winnie Mandela - Civil Rights Leaders. 92 MAN
Thurgood Marshall - Supreme Court Justice. 92 MAR
Willie Mays - Baseball Player. 92 MAY
Ronald McNair - Astronaut. 92 MC N
Toni Morrison - Author. 92 MOR
Elijah Muhammed - Religious Leader. 92 MUH
Eddie Murphy - Comedian/Actor. 92 MUR
Hakeem Olajuwon - Basketball Star. 92 OLA
Shaquille O'Neal - Basketball Star. 92 O'N
Jesse Owens - Olympic Track Star. 92 OWE
Rosa Parks - Civil Rights Leader. 92 PAR
Charlie Parker - Jazz Musician. 92 PAR
Walter Payton - Football Star. 92 PAY
Horace Pippin - Artist. 92 PIP
Scottie Pippen - Basketball Star. 92 PIP
Sidney Poitier - Actor. 92 POI
Adam Clayton Powell - Politician. 92 POW
Colin Powell - Military Leader. 92 POW
A. Phillip Randolph - Labor Leader. 92 RAN
David Robinson - Basketball Star. 92 ROB
Jackie Robinson - Baseball Star. 92 ROB
Paul Robeson - Singer/Actor. 92 ROB
Wilma Rudolph - Olympic Track Star. 92 RUD
Bill Russell - Basketball Star. 92 RUS
John Russworm - Publisher. 92 RUS
Deion Sanders - Baseball/Football Star. 92 SAN
Mary Church Terrell - Educator. 92 TER
Harriett Tubman - Antislavery Activist. 92 TUB
BIOGRAPHIES (continued)

Clarence Thomas - Supreme Court Justice. 92 THO
Sojourner Truth - Antislavery Activist. 92 TRU
Nat Turner - Slave Revolt Leader. 92 TUR
Denmark Vesey - Slave Revolt Leader. 92 VES
Booker T. Washington. Statesman. 92 WAS
Alice Walker - Author. 92 WAL
Madam C. J. Walker - Entrepreneur. 92 WAL
Phillis Wheatley - Poet. 92 WHE
Stevie Wonder - Musician. 92 WON
Richard Wright - Author. 92 WRI
Oprah Winfrey - Talk Show Host/Actress. 92 WIN
Shaka Zulu - African Warrior. 92 ZUL

FOLKTALES

Aardema, Verna.
- Bring the Rain to Kapiti Plain. 1981: 398 AAR
- Princess Gorilla and a New Kind of Water. 1988: 398 AAR
- Rabbit Makes a Monkey out of Lion. 1989: 398 AAR
- Tales From the Story Hat: African Folk Tales. 1960: 398 AAR
- Traveling to Tondo. 1991: 398 AAR
- What's So Funny Ketu? 1980 398 AAR
- Why Mosquitoes Buzz in People's Ear's. 1975 :398 AAR

Arkhurst, Joyce Cooper.
- The Adventures of Spider: West African Folk Tales. 1978: 398 ARK

Bambera, Toni Cade.
- Tales and Stories for Black Folks. 1971: 398 BAM

Bryan, Ashley.
- The Dancing Granny. 1977: 398 BRY
- Lion and the Ostrich Chicks. 1986: 398 BRY
- Turtle Knows Your Name. 1989: 398 BRY

Courlander, Harold.
- The Cowtail Switch. 1947: 398 COU

Dee, Ruby.
- Tower to Heaven. 1991: 398 DEE

Fairman, Tony.
- Bury My Bones but Keep My words: African Tales for Retelling. 1991: 398 FAI

Gleeson, Brian.
- Koi and the Kola Nuts. 1989: 398 CLE
FOLKTALES (continued)

Graham, Lorenz.
  Song of the Boat. 1975: 398 FAI
Grifalconi, Ann.
  The Village of Round and Square Houses. 1986: 398 GRI
Guillot, Rene.
  Rene Guillot's African Folk Tales. 1964: 398 GUI
Hamilton, Virginia.
Haley, Gail.
  A Story, A Story. 1970: 398 HAL
Lester, Julius.
  John Henry. 1994: 398 LES
  The Tales of Uncle Remus and Brer Rabbit. 1968: 398 LES
  Black Folktales. 1969: 398 LES
Kipling, Rudyard.
  How the Leopard Got It's Spots. 1989: 398 KIP
Lottridge, Celia Barker.
  The Name of the Tree. 1989: 398 LOT
McDermott, Gerald,
  Anansi the Spider. 1972: 398 McD
  Anansi Goes Fishing. 1975: 398 McD
Musgrove, Margaret.
  Ashanti to Zulu. 1976: 398 MUS
Pilling, Ann.
  Realms of Gold: Myths and Legends from Around the World. 1993: 398 PIL
San Souci, Robert.
  The Talking Eggs. 1989: 398 SAN
Savory, Phyllis.
  Congo Fireside Tales. 1962: 398 SAV
Steptoe, John.
  Mufaro's Beautiful Daughters. 1989: 398 STE
Tadjo, Veronique.
  Lord of the Dance. 1988: 398 TAD
Walker, Barbara.
  The Dancing Palm Tree. 1968: 398 WAL
FICTION

Alexander, Lloyd.
The Fortune Tellers. 1992: F ALE

Carlson, Natalie.
Marchers for the Dream. 1969: F CAR

Chocolate, Deborah
On the Day I Was Born. 1995: F CHO
My First Kwanzaa Book. 1992: F CHO

Clifton, Lucille.
Everett Anderson's Goodbye. 1983: F CLI

Coles, Robert.
The Story of Ruby Bridges. 1995: F COL

Collier, James.
War Comes to Willie Freeman. 1983: F COL

Cooper, Floyd.
From Miss Ida's Porch. 1995: F COO
Coming Home from the life of Langston Hughes. 1994: F COO

Crump, Fred.

Daly, Niki.
Not So Fast Songololo. 1985: F DAL

Everett, Gwen.
Li'l Sis and Uncle Willie. 1993: F EVE

Flournoy, Valerie.
The Patchwork Quilt. 1985: F FLO
Tanya's Reunion. 1995: F FLO

Freeman, Dorothy.
Kwanzaa. 1992: 396 FRE

Greenfield, Eloise.
Grandpa's Face. 1988: F GRE
William and the Good Old Days. 1993: F GRE
Sister. 1974.: F GRE

Grifalconi, Ann.
Osa's Pride. 1990: F GRI

Hamilton, Virginia.
Drylongso. 1995: F HAM
House of Dies Drear. 1968: F HAM
M.C. Huggins, the Great. 1974: F HAM
The Mystery of Drear House. 1987: F HAM
Zeely. 1993: F HAM

Howard, Mary.
Amazing Grace. 1991: F HOF

Howard, Elizabeth.
Aunt Flossie's Hat's. 1991: F HOW
FICTION (continued)

Isadora, Rachelle.
   At the Crossroads. 1991: F ISA
   Over the Green Hills. 1992: F ISA

Johnson, Angela
   When I Am Old With You. 1990: F JOH
   Shoes Like Miss Alice's. 1995: F JOH
   Tell Me A Story. 1988: F JOH

Johnson, Delores.
   Papa's Stories. 1994: F JOH

Keats, Ezra Jack
   Googles. 1969: F KEA
   Peter's Chair. 1967: F KEA
   Snowy Day. 1962: F KEA

Lavert, Gwen.
   Off to School. 1995: F LAV

Levine, Ellen.
   If You Traveled on the Underground Railroad. 1988: F LEV

Mathis, Sharon.
   The Hundred Penny Box. 1975: F MAT

McKissick, Patricia.
   Mirandy and Brother Wind. 1988: F McK

Medearis, Angela.
   Poppa's New Pants. 1995: F MED

Mendez, Phil.
   The Black Snowman. 1989: F MEN

Mennen, Ingrid.
   Somewhere in Africa. 1990: F MEN

Miller, Robert.
   The Story of Nat Love. 1995: F MIL

Mitchell, Margaree.
   Uncle Jed's Barber Shop. 1993: F MIT

Morninghouse, Sundaira.

Myers, Walter Dean
   18 Pine Street (series). 1992: F MYE
   Fast Sam, Cool Clyde and Stuff. 1975: FMYE
   The Righteous Revenge of Artemis Bonner. 1992: F MYE
   The Glory Field. 1994: F MYE
   The Mouse Rap. 1990: F MYE

Pinkney, Brian.
   Jo-Jo's Flying Sidekick. 1995: F PIN

Pinkney, Gloria.
   Sunday Outing. 1994: F PIN
FICTION (continued)

Polacco, Patricia.
   Chicken Sunday. 1992: F POL

Ringold, Faith.
   Tar Beach. 1991: F RIN
   Dinner at Aunt Connie's House. 1993: F RIN

Stolz, Mary.
   Storm in the Night. 1988: F STO

Taylor, Mildred
   Let the Circle Be Unbroken. 1981: F TAY
   The Road to Memphis. 1990: F TAY
   Song of the Trees. 1990: F TAY
   Mississippi Bridge. 1975: F TAY
   The Friendship. 1987: F TAY
   Roll of Thunder, Hear My Cry. 1976: F TAY
   Gold Cadillac. 1987: F TAY

Williams, Karen Lynn.
   When Africa Was Home. 1991: F WIL

Williams, Vera.
   Cherries and Cherry Pits. 1986: F WIL

Winter, Jeanette.
   Follow the Drinking Gourd. 1988: F WIN

Wright, Courtni.
   Jumping the Broom. 1995: F WRI

Wyeth, Sharon.
   Always My Dad. 1995: F WYE

NON-FICTION

Adoff, Arnold.
   Black is Brown is Tan. 1973: 811 ADO
   My Black Me. 1974: 811 ADO
   The Poetry of Black America. 1973: 811 ADO

Clarke, Cheryl.

Davis, Burke.
   Black Heroes of the American Revolution. 1976: 973 DAV

Davis, Ossie.
   Escape to Freedom. 1976: 812 DAV

Easter, Eric.
   Songs of My People. 1992: 780 EAS
Feelings, Muriel.
  Jambo Means Hello: Swahili Alphabet Book. 1974: 496 FEE
  Moja Means One: Swahili Counting Book. 1971: 496 FEE
Fisher, Miles.
  Negro Slave Songs in the U.S. 1990: 784 FIS
Giovanni, Nikki.
  Those Who Ride the Night Winds. 1983: 811 GIO
  Spin A Soft Black Song. 1985: 811 GIO
Hayden, Robert.
  9 African American Inventors. 1992: 920 HAY
  7 African American Scientists. 1992: 920 HAY
  11 African American Doctors. 1992: 920 HAY
Haskins, Jim.
  Get on Board: The Story of the Underground Railroad. 1993: 973 HAS
  Black Dance in America. 1990: 792 HAS
  Black Music in America. 1987: 781 HAS
  Count Your Way Through Africa. 1989: 496 HAS
Hughes, Langston.
  The Dream Keeper and other Poems. 1986: 811 HUG
  The Langston Hughes Reader. 1958: 812 HUG
Johnson, James Weldon.
  The Book of American Negro Poetry. 1931: 811 JOH
  Lift Every Voice and SIng. 1921: 780 JOH
Jones, Constance.
  Africa 1500-1900. 1993: 960 JON
Kallen, Stuart.
  Lost Kingdoms of Africa before 1600. 1990: 960 KAL
Kamerman, Sylvia.
  Plays of Black Americans. 1987: 812 KAM
King, Woodie.
  Black Drama Anthology. 1971: 812 BLA
Koslow, Phillip.
  The Kingdoms of Africa (series). 1995: 966 KOS
  Ancient Ghana; Asante: The Gold Coast; Benin: Lords of the River;
  Dahomey: The Warrior Kings; Hausaland: The Fortress Kingdoms;
  Mali: The Crossroads of Africa; Songhay: The Empire Builders;
  Yorubaland: The Flowering of Genius
Kreikemeier, Gregory.
  Come With Me to Africa. 1993: 967 KRE
Levine, Ellen.
  If You Traveled on the Underground Railroad. 1988: 326 LEV
Long, Richard.
  Afro-American Writing: Prose and Poetry. 1990: 810 LON
NON-FICTION (continued)

Meltzer, Milton.

McKissick, Patricia.
The Royal Kingdoms of Ghana, Mali, Songhay. 1994: 966 McK

Miller, Robert.
Reflections of a Black Cowboy (series). 1991: 978 MIL: Cowboys; Buffalo Soldiers; Pioneers; Mountain Men.

Nicholson, Robert.
The Zulus. 1994: 968 NIC

Porter, A.P.
Kwanzaa. 1991: 304 POR

Randall, Dudley.
The Black Poets. 1971: 811 RAN

Rennert, R.
Arts & Entertainment; Biography; Facts & Trivia; History; Science & Discovery; Sports

Silverman, Jerry.
Traditional Black Music (series). 1994: 780 SIL
African Roots; Ballads; The Blues; Children's Songs; Gospel Songs; Ragtime and Dance; Outlaws and Outcasts; Christmas Songs; Slave Songs; Songs of Protest and Civil Rights; Spirituals; West Indian and Calypso Songs; Work Songs

Smead, Howard.
The Afro-Americans. 1989: 973 SME

Spangler, Earl.
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- Algeria
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- Ethiopia
- Kenya
- Liberia
- Libya
- Mali
- Morocco
- New Guinea
- Nigeria
- North Africa
- South Africa
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VIDEOS

A Hero Ain't Nothing But A Sandwich. 107 min. AA LIT
A Raisin In the Sun. 128 min. AA LIT
A Woman Called Moses. 200 min. AA LIT
The Autobiography of Miss Jane Pitman. 106 min. AA92

Africa: AA SS
- Physical Geography. 25 min.
- History and Culture. 19 min.
- Land and People. 21 min.
- A Voyage of Discovery. 37 min.

African & African American Folktales. 15 min each. AA LIT
- How Anansi Obtained the Sky; Talk; Bruh Fox and Doc Rabbit
- Build a House

Amazing Grace. 10 min. AA MUS

Benjamin Banneker: Freedom Man. 61 min. AA 92

Black Americans of Achievement (series). 30 min. each. AA 92
- George Washington Carver
- Frederick Douglass
- Jesse Jackson
- Martin Luther King Jr.
- Malcolm X
- Thurgood Marshall
- Colin Powell
- Jackie Robinson
- Wilma Rudolph
- Harriet Tubman
- Sojourner Truth
- Madam C. J. Walker
- Booker T. Washington

Black is my Color: The African American Experience. 17 min. AA SS

Black Like Me. 107 min. AA LIT

Bring the Rain to Kapiti Plain. 29 min. AA LIT

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- The Village of Round and Square Houses
- Why Mosquitoes Buzz in People's Ears
- Mufaro's Beautiful Daughters

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Eyes on the Prize: Civil Rights Years. 110 min. AA SS

Glory. 134 min. AA SS

Gifted Hands: The Ben Carson Story. 60 min. AA 92

Follow the Drinking Gourd. 30 min. AA LIT

Half Slave: Half Free. 120 min AA SS
VIDEOS (continued)

Holiday Facts & Fun: Martin Luther King Day. 12 min. AA SS
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Native Son. 112 min. AA LIT
Keat’s Stories about Peter. 15 min. each. AA LIT
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Malcolm X: Death of a Prophet. 60 min. AA 92
Malcolm X. 201 min. AA 92
Mandela: The Man and his Country. 50 min. AA 92
Martin Luther King Commemorative Collection. 30 min each. AA SS
Legacy of a Dream; Montgomery to Memphis; Speech Collection
Roll of Thunder, Hear My Cry. 115 min. AA LIT
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Sounder. 105 min. AA LIT
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Zora Neale Hurston: Is My Name. 47 min. AA 92
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This is a guide to a "representative sampling" of the information that the Pyne Poynt Library has to offer on the topics of Hispanic-Americans and Hispanic culture. You will find that these sources will help you learn facts about Hispanic Americans and the cultures they came from.

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  Cesar Chavez
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