**Multicultural Literature: A Focus on Spanish/English Chicano Children’s Literature**

**Professional Resources:**

**Schultz, S. (2010). Judging a Book by its Cover: An Evaluation Tool for the Evaluation, Selection and Inclusion of Multicultural Children's Literature in the Elementary Classroom. *Online Submission*.**

This is an article that is relevant elementary school classrooms and the children’s books present in them. The author did a study of children’s literature and noticed a lack of skills to find multicultural and resources for elementary teachers. Towards the end of the article the author provides an evaluation tool for teachers to select multicultural literature to use in their classrooms.

**Uribe, O. R., Martínez, J. S., & Far West Lab. for Educational Research and Development, S. A. (1975). *Analyzing Children's Books from a Chicano Perspective*.**

Uribe and Martínez use examples for texts that demonstrate stereotypes of Mexicans and Chicanos in literature that children and young adults read. The authors describe and guide the reader on how to look for overgeneralizations, evaluative and demeaning statements, and ethnic stereotypes found in children’s literature. Although this is an older resource, it is still relevant to this day because stereotypes about Mexicans, Latinos and Chicanos are still “alive and well”.

**Lewis, F. N., & Far West Lab. for Educational Research and Development, S. A. (1975). *Selecting Children's Books with a Black Perspective (Preschool - Third Grade)*.**

Lewis and Far West Lab provide three lessons to help teachers learn how find books that are cultural respectful and representative of Blacks in the United States in writing and illustrations. The lessons include illustrations and how they reflect Black people, the Black experience and the final lesson takes the first two to teach readers how to analyze children’s literature from the Black perspective.

**Online Resources:**

**http://www.colorincolorado.org/**

*¡Colorín Colorado!* is an internet resource for teachers, administers and families of English Language Learners who are native Spanish speakers. One of the resources provided is information about children’s book authors of Latino descent. *¡Colorín Colorado!* also works to provide children’s literature that is from different cultures in Spanish and English.

**Children’s Literature:**

**In My Family/*En Mi Familia***

Lomas Garza, Carmen. (1996). In my family/En mi familia (Francisco X. Alarcón, Trans). Hong Kong: Marwin Productions.

Set in Texas, the author/illustrator describes traditions and memories from her childhood. From food, to celebrations and important family events Mexican-American culture is very vivid in the writing and pictures.

**The Christmas Gift/*El regalo de Navidad***

Jiménez, Francisco. (2000). The Christmas gift/El regalo de navidad. New York: Houghton Mifflin Company.

Set in Corcoran, California, Jiménez tells the story from his childhood when his family was poor and migrated to work in the fields to make money. Panchito wanted a red ball for Christmas but because of their financial situation he didn’t get it. Throughout the story Jiménez describes his family and their situation with care and truth and in the end family is the most important gift. An incredible true story describes the hardships of families who migrate and work in the fields. This author has also written books for young adults which tell the stories of his childhood.

**The Stranger and the Red Rooster/*El forastero y el gallo rojo***

Villaseñor, Victor. (2006). The stranger and the red rooster/El forastero y el gallo rojo. Houston, Texas: Piñata Books.

Villaseñor tells a story that his father told him about a stranger with a scarred face who comes to the town of Carlsbad, California. The stranger’s disfigurement scares the families in the community. But, the stranger using a red rooster and humor finds a way into everyone hearts and into the community. A story about using humor to defuse difficult situations and not judging others by their appearances is a lesson we all need to learn.

**Talking with Mother Earth/*Hablando con Madre Tierra***

Argueta, Jorge. (2006). Talking with mother earth/Hablando con madre tierra. Berkeley, CA: Groundwood Books.

A collection of poems by Argueta who incorporates his Nahuatl (indigenous group from El Salvador) culture, language and views of the world. His poems range from describing the universe and nature, his ancestors and stereotypes he dealt with as a child at school because of his heritage. A wonderful book for teaching poetry, pride in who you are and stimulating conversations about students’ heritage.

**Calling the Doves/*El canto de las palomas***

Herrera, Juan Felipe. (1995). Calling the doves/El canto de las palomas. San Francisco, CA: Children’s Book Press.

Herrera describes his experiences as a young child migrating with his family, following the crops and looking for work. He talks about how his mother sang and his father told stories and played the harmonica. Herrera does a beautiful job of describing the migrant community.

**Nana’s Big Surprise/Nana, ¡Qué Sorpresa!**

Pérez, Amada Irma. (2007). Nana’s big surprise/Nana, ¡Qué sorpresa!. San Francisco, CA: Children’s Book Press.

Pérez tells the story of her grandmother coming to visit her family from Mexico after her grandfather died. She talks about how her and her family help cheer up their grandmother by building her a chicken coop. The grandmother teaches her grandchildren how to raise chickens while telling them stories from her past, singing songs and dancing.