Chapter 5
Culture Specific Information

Introduction

What is Culture?

We cannot fully understand or explain children’s abilities without understanding the culture in which they are being raised. Culture has been described as:

“the child rearing practices, socialization procedures, and cultural institutions that affect cognitive realization and competencies. Values, motives, and attitudes activate and shape the development and expression of psychomotor and cognitive competence.” (Nurcombe, deLacey, and Walker, p.217,1999).

All people are “culturally conditioned.” We learn cultural norms by observing those around us, and behaviors become internalized. It is human nature to project our norms onto others, and cultural attitudes become inherent in what we do and say. Cultural misunderstandings arise when we assume others view the world as we do (Storti, 1994). Even though we have internalized many cultural norms, “culture is not a rigidly prescribed set of behaviors or characteristics, but rather a framework through which actions are filtered or checked as individuals go about daily life. These cultural frameworks are constantly evolving and being reworked,” (Anderson and Fenichel, as quoted in Lynch and Hanson, 1998).

The information in this section is intended to assist service providers in learning about the diverse cultures now present in Minnesota. The main groups of immigrants represented in our state include: Native Americans, Hmong, Latino, Lao, Somali, Vietnamese and Cambodian. Other represented groups include Tibetans, Oromans, Karen and peoples from Africa. It is important to consider each group’s beliefs, values and customs related to child-rearing practices when interacting with them at school or in the community. In addition, culture shapes people’s views towards disability and education, which may impact interactions throughout the special education process.

Many of the resources found in Chapter 1, “Current Resources on Diversity” and throughout the manual contain information about the impact of culture on evaluation, intervention and ongoing assessment as well as descriptions of general characteristics of certain cultural groups. Readers are encouraged to be attentive to culture information that can be found in these resources.
Resources with Information on Cultures

Library of Congress
The Library of Congress provides a comprehensive resource for different countries and their cultural backgrounds. The link can be found at the Federal Research Division of The Library of Congress. View the links: Country Studies and Country Profiles.
www.loc.gov/rr/frd

Minnesota Census
The census provides information on the demographics of Minnesota. The website has information for any state in the United States. View cities and counties, and select the information you wish to view such as population and cultural groups represented.
http://quickfacts.census.gov/qfd/states/27000.html

Modern Language Association - Interactive Map
This is an interactive map that indicates the density of different cultural groups by state. Type the name of the state and then the language group and a map indicating the density of this population will be displayed.
http://www.mla.org/resources/map_main

Multicultural Students with Special Language Needs – Practical Strategies for Assessment and Intervention
This book provides a review of the following cultures: Latino, Asian, Native American, Pacific Island, Middle Eastern and Russian.


Understanding Culture
This 24-page booklet is available online through the National Institute for Urban School Improvement www.urbanschools.org. The authors define elements of culture and explore the development of cultural identity. Lastly, they offer suggestions for culturally responsive practice that are research based. Throughout the document, key points are highlighted in shaded boxes, tables and bulleted lists.

http://www.niusileadscape.org/lc/Record/604?search_query=Understanding%20Culture
Cultural Competence

Given the changing demographics across the United States and within Minnesota, early childhood special education teams are charged with serving an increasingly diverse population. It is becoming more and more common for teachers, speech-language pathologists and other service providers to have students in their classes and on their caseloads who do not share their cultural and linguistic backgrounds. In its 2005 position statement on cultural competence, the American Speech-Language-Hearing Association asserts that, “…cultural competence is as important to successful provision of services as are scientific, technical, and clinical knowledge and skills.”

What is cultural competency? Simply stated, it is the ability to work effectively across cultures by recognizing and respecting differences in values, beliefs and behaviors (Kohnert, 2008). Cultural competency involves an ongoing process of learning about oneself as well as about others. In order to be culturally competent, we must start by recognizing and valuing our own cultures and uncovering our own biases and assumptions. We often discover these culturally based views through interactions with others, especially when miscommunication and misunderstandings occur. These types of experiences may give us a broader lens through which we interpret the behaviors displayed by the children with whom we work. Cultural competency is not an end product, it is a process.

The resources included in this section were selected to assist practitioners as they travel along the continuum of cultural competency. Readers are encouraged to participate in the self-assessments referenced below and then consult the other resources for more in-depth exploration of this topic. Many of the recommended resources contain vignettes illustrating potential sources of cultural conflict and misunderstanding as well providing ideas for solutions. One simple tip for learning more about a family is to use the phrase, “I have heard/read this about your culture. Is it true for your family?”

Tools for Self-Assessment

Cultural Identity and Teaching
Part of the OnPoint Series offered by the National Institute for Urban School Improvement www.urbanschools.org this 12 page booklet helps teachers explore and uncover their own cultural identity. This is done through examples of different cultural backgrounds, questions to ask of oneself and suggested self-awareness activities. The second part of this document focuses on how teachers can build and present culture within their classrooms.

**Project Implicit**
Visitors to the Project Implicit site implicit.harvard.edu can participate in an implicit association test that allows them to explore their own hidden attitudes, biases and stereotypes. The test involves rapidly associating words with images. Visitors can choose to explore their attitudes towards a variety of groups/topics such as race, Arab-Muslim, weight, age, gender, Native American, disability, age, skin tone, Asian American, presidents, religion and weapons. The test takes about five minutes and may provide insight to one’s own views and biases.

**Promoting Cultural and Linguistic Competency Self-Assessment Checklist for Personnel Providing Services and Supports in Early Intervention and Early Childhood**
This seven-page self-assessment helps practitioners identify their own strengths and weaknesses and highlights areas in which to improve.


**Self-Assessment for Cultural Competence**
Through the American Speech-Language-Hearing Association’s website www.asha.org users can download three different checklists related to cultural competence (personal reflection, policies and procedures and service delivery). In addition, they can follow a link to an interactive web-based tool called the “Cultural Competence Awareness Assessment.”


**White Privilege: Unpacking the Invisible Knapsack** by Peggy McIntosh (1988) NEW
This short, four-page essay is about racial privilege written from the perspective of a white person. It is considered a classic in anti-racism education. It highlights biases, assumptions, and privileges that can be attributed to race. It can be downloaded at various sites including:
http://ted.coe.wayne.edu/ele3600/mcintosh.html

**You Can Fix Racism** by Damali Ayo (2007) NEW
This 14 page pdf presentation discusses five steps individuals can do to end
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racism. There are five steps directed to white people and five steps directed to people of color. The steps are similar, yet differ according to experiences of the target audiences. This resource is not directed specifically to educators, but the principles included can contribute greatly to one’s journey towards cultural competency. The author encourages distribution and discussion of this guide.


http://www.slcan.org/whiteness_handouts.pdf

Books

Culture and Clinical Competence in Speech-Language Pathology (Chapter 2 in Language Disorders in Bilingual Children and Adults)
Included in the section titled “Foundational Issues,” this chapter serves as a starting point for speech-language pathologists seeking information on how to provide effective services to bilingual children and adults with suspected or confirmed language disorders across the life span. It includes topics such as cultural diversity, within culture variations, cross-cultural competence and tools to facilitate the exchange of information between cultures.


Developing Cross-Cultural Competence A Guide for Working with Children and Their Families, Fourth Edition  NEW EDITION
This book provides a primer on cultural competence and information on specific cultural groups. The focus is on helping service providers discover better ways to serve families. New to this edition is a revised chapter on African American roots; thoroughly updated and expanded chapters on other cultures; expanded coverage of disabilities; more on spiritual and religious diversity; and strategies for helping families make decisions about language use (English-only vs. preservation of native language). Vivid case stories and photos bring the principles of cultural competence to life, and the helpful appendices give professionals quick access to cultural courtesies and customs, key vocabulary words, significant cultural events and holidays. A resource list is provided with suggested books, films, theater, and other media to enhance understanding of other cultures.


Skilled Dialogue: Strategies for Responding to Cultural Diversity in Early Childhood (Second Edition)  NEW EDITION
Talk With Me

The fully updated second edition incorporates expanded coverage of today's most critical topics and reflects the real-world feedback of seasoned Skilled Dialogue users. With this proven model for respectful, reciprocal, and responsive communication, educators and interventionists will understand culture, actively communicate respect for what others believe, think, and value, resolve issues creatively by integrating diverse perspectives, strengthen inclusive assessment and instruction, reframe differences between practitioners and families as complementary, not contradictory, leverage cultural diversity as a strength rather than a "problem" or risk factor, avoid stereotypes based on culture and ethnicity, gain critical insight into the effects of trauma and how it interacts with culture, and establish collaborative relationships rather than seeking control over others. To support professionals as they put Skilled Dialogue into practice, this edition includes more explicit guidance, vivid examples, and practical photocopiable forms to aid with assessment, instruction, and organization of key family and child information.


Skilled Dialogue YouTube videos with Isaura Barreira

NEW COMPANION RESOURCES:

What is the Skilled Dialogue approach to cultural diversity? (part 1)
http://www.youtube.com/watch?v=P5x4TWLSrlk

What is the Skilled Dialogue approach to cultural diversity? (part 2)
http://www.youtube.com/watch?v=u7Nv5wb25TY

Working with Young Children from Culturally Diverse Backgrounds
Written for early childhood educators in general, this book focuses on developing culturally responsive, non-biased classrooms. It covers cultural aspects of language, social skills and emergent literacy. Anecdotes, vignettes and self-assessment questions embedded within the chapters highlight key messages and connect concepts to real-world situations. Child-rearing practices from the following five different groups are summarized: mainstream American middle class, traditional Asian, African American, Latino and Native American. It is short, very readable, and could be useful for teams (especially inclusion teams) to read together and discuss.


Online Resources
Building Culturally and Linguistically Competent Services to Support Young Children, their Families, and School Readiness

This 146-page resource was created for the Annie E. Casey Foundation to help promote early childhood development and school readiness. The purpose of the document is to provide guidance, tools and resources that will assist communities in building culturally and linguistically competent services, supports, programs and practices related to young children and their families. By offering services in culturally and linguistically meaningful ways, this tool kit explains how communities can engage all families and support young children being ready for school. Ten take-home messages related to culture, definitions of culture terms and a continuum of cultural competence can be found in Section 1, the Introduction. Section 3, titled “Learning about Family and Community” offers a guide for service providers regarding self-reflection about one’s own cultural views and experiences. It also provides ethnographic questions and guidelines for home visitors.

https://folio.iupui.edu/bitstream/handle/10244/93/HS3622H325.pdf?sequence=1

Cultivating Cultural Competence in the Workplace, Classroom, and Clinic

This three-page article describes cultural differentiations based on nine basic parameters: individual vs. group orientation, views of time and space, gender roles, concepts of class and status, values, language, rituals, the significance of work and beliefs about health. The authors describe how these parameters impact clinical decision making and give suggestions for improving one’s intercultural skills. It is available in the ASHA Leader’s Online Archive, accessible at the American Speech-Language-Hearing Association’s Website: www.asha.org.


Cultural Competency: What it is and Why it Matters

This eight-page document can be downloaded from www.californiatomorrow.org under the “announcements” tab. It contains vignettes that illustrate some of the challenges and miscommunications that can occur when service providers are from cultures that differ from those of the families that they serve. The document defines culture and cultural competency and explains why it is important. It further describes what culturally competent organizations and early childhood services may look like.
[http://www.californiatomorrow.org/media/ccompetecy.pdf](http://www.californiatomorrow.org/media/ccompetecy.pdf)

**Cultural Competency Videos** – Landlocked Films  
NEW  
Language and Culture – Respecting Family Choices  
Beyond Words: Effective Use of Translators, Interpreters, and Cultural Mediators  
A Story About El Grupo de Familias – follows members of an Early Childhood Literacy Group  

[http://landlockedfilms.com/?page_id=32](http://landlockedfilms.com/?page_id=32)

**Explicit and Intentional: A Cultural Reframing of Professional Development**  
Geared for instructors who prepare and support personnel who work with young children and families, this presentation describes our changing world and what students (and service providers) need to know in order to meet the needs of an increasingly diverse population. Instructional strategies that promote cultural competence also are provided. While designed for instructors in an academic setting, this information can be helpful to practitioners who wish to increase their cultural competence. The PowerPoint slides and handout can be accessed through the FPG Child Development Institute’s website [http://www.fpg.unc.edu](http://www.fpg.unc.edu)


**Getting off to a Good Start: Positive Interactions with Diverse Families in Early Intervention and Early Childhood Special Education**  
This three-page tip sheet discusses how cultural difference might impact interactions between early childhood staff and families. Tips for setting the stage for positive and productive meetings are given as well as tips for conducting an effective meeting. This document can be found by searching for “Good Start” on the PACER website’s homepage: [www.pacer.org](http://www.pacer.org)


**National Center for Cultural Competence**  
This organization is geared towards health care organizations and providers. Its website has a summary of cultural competence and provides a rationale for
increasing one’s own competence in this area. There is a section on information for individuals and providers. 

http://gucchd.georgetown.edu/nccc

Skilled Dialogue: Guidelines and Strategic Questions for Ensuring Respectful, Reciprocal and Responsive Assessment and Instruction for Students who are Culturally/Linguistically Diverse

This 28-page booklet describes the three main elements of the culturally responsive practice of Skilled Dialogue. These elements are respect, reciprocity and responsiveness. They also offer guidelines for incorporating these elements into interactions with families and evaluation and intervention with children. This booklet is available online: www.urbanschools.org


http://www.niusileadscape.org/lc/Record/607?search_query=Skilled%20Dialogue

Position Statements

American Speech-Language-Hearing Association (ASHA)

ASHA has several official statements regarding service delivery to culturally and linguistically diverse children and adults with communication disorders. The statements listed below can be found by visiting the policy section of ASHA’s website: www.asha.org/policy

- Cultural Competence

- Knowledge and Skills Needed by Speech-Language Pathologists and Audiologists to Provide Culturally and Linguistically Appropriate Services

- Clinical Management of Communicatively Handicapped Minority Language Populations
Division for Early Childhood (DEC)
One can access DEC’s position statement on serving diverse families by visiting its website www.dec-sped.org and selecting the recommended practices tab on the homepage. Their position statement and related concept paper are briefly described below.

- **DEC (Division for Early Childhood) Position Statement:** 
  Individuals who work with children must respect, value, and support the culture, values, beliefs, and languages of each home and promote the meaningful, relevant, and active participation of all families. This position statement provides definitions of key terms and best practices for evaluation and intervention with culturally and linguistically diverse young children.

National Association for the Education Young Children (NAEYC)
On its website www.naeyc.org, the NAEYC has posted many position statements. Three of these statements apply to cultural diversity. They can be found under the pull-down menu titled “resources.” The position statements are described below.

- **Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education**
  In this eight-page position statement, NAEYC asserts that “educators must accept the legitimacy of children’s home language, respect …and value… the home culture and promote and encourage the active involvement and support of all families (p.1.).” It also takes the position that “early education programs should encourage the development of children’s home language while fostering the acquisition of English” (p. 2). They also discuss the challenges in acting on this position and provide recommendations for a responsive learning environment.

- **Respuesta a la Diversidad Lingüística y Cultural: Recomendaciones para una Educación Infantil Eficaz**
  Spanish translation of the position statement described above.

- **Where We Stand: Many Languages, Many Cultures: Respecting and Responding to Diversity**
  This two-page summary is based on the complete position statement referenced above.


**Addressing Cultural Diversity in Schools: Culturally Responsive Pedagogy.**

This 16-page booklet is available from the National Center for Culturally Responsive Educational Systems (NCCREST) US Department of Education Special Education Programs. It answers the questions "Why do we need to address diversity?" "What is culturally responsive pedagogy?" and "What can institutions and teachers do to become culturally responsive?" The answers to these questions are applicable to educators at all grade levels: preschool, k-12, and beyond.


**Cross-Cultural Considerations in Early Childhood Special Education.**

This Technical Report #14 from CLAS (Culturally and Linguistically Appropriate Services, includes a discussion of culture, cultural differences, acculturation, and assimilation, and the implications these have on early childhood intervention practice including a discussion of multicultural beliefs about disability, spiritual practices and healing, and the child’s role in the family and the community.

http://clas.uiuc.edu/techreport/tech14.html

**Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five**

This document from 2008 contains an updated discussion of the original 10 Multicultural Principles for Head Start programs which includes a discussion of culture as it relates to the individual, Head Start students and families, communities, curriculum choices, and the idea that families and children have the right to maintain their culture and home language.
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Recorded Presentation

Serving Diverse Families: Strategies for Early Childhood Service Providers
This 2 hour, 22 minute webinar was created as part of the PACER Center’s Outreach to Multicultural Parents of Young Children with Disabilities Project. It is designed for early childhood intervention and early childhood special education professionals who want to increase their effectiveness in working with culturally and linguistically diverse young children. PACER’s multicultural parent advocates provide practical suggestions and case studies are discussed. It is available through the archived webinars on PACER’s website: www.pacer.org


Information on Language and Culture Groups Represented in Minnesota

Minnesota is home to many different cultural groups, some who have recently arrived and others who have been here for generations.

This section provides information about some of the cultures with which early childhood professionals in Minnesota may come into contact. The groups for which information is provided are listed below:

- African
  - Somali
  - Eritrean
  - Ethiopian
  - Oromo
  - Liberian
- Asian
  - Cambodian
  - Hmong
  - Karen
  - Lao
  - Tibetan
  - Vietnamese
- Latino

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- Native American
  - Dakota
  - Ojibwe
- Russian

Minneapolis Foundation

The Minneapolis Foundation works to promote constructive dialogue on the issue of immigration in Minnesota. They have produced many beautiful and well-researched informational booklets about the cultural groups who have immigrated to Minnesota which are available online.

The Minneapolis Foundation,
80 South Eight Street, Minneapolis, MN  55402
612-672-3878

http://www.minneapolisfoundation.org/Uploads/CuteEditor/Publications/Community/ImmigrationBrochure.pdf

http://www.minneapolisfoundation.org/Uploads/CuteEditor/Publications/Community/ImmigrationFAQ_8.5x11.pdf


Culture Profiles

Culture Profiles (from the Cultural Orientation Resource Center of the Center for Applied Linguistics) provide short introductions to the cultural background of refugee populations. Select from the links below to learn more about a particular group. These profiles are developed for refugee service providers and others assisting newcomers to the United States. Each one contains a basic introduction to the people, history, and culture of the group concerned and includes topics such as history, geography, economy, social structure, gender roles, language and literacy, education, religion, art and song, food and dress, festivities, names, and features of the language. Afghan, Bosnian, Cuban, Haitian, Hmong, Iraqui, Iraqui Kurds, Liberian, Meskhetian Turks, Montagnards, Muslim Refugees, Refugee groups from Burma, Somali, Somali Bantu, Sudanese
http://www.cal.org/co/publications/profiles.html
Immigration and Refugee Board
In-depth research on issues relevant to the refugee protection determination process organized by country of origin.
http://www.irb-cisr.gc.ca/Eng/Pages/index.aspx

Wikipedia List of Countries
Wikipedia has a full and updated list of countries with in-depth information on each one.

Multicultural Topics in Communication Sciences and Disorders
from Portland State University in Portland, Oregon
There is information on bilingualism, assessment, and intervention.
http://www.multicsd.org/doku.php?id=start

Specific information on culture by country:
http://www.multicsd.org/doku.php?id=country

Specific information by language:
http://www.multicsd.org/doku.php?id=language

African Cultures

This 64-page book covers a variety of topics that affect the educational and developmental outcomes of children of African origin. In discussing these topics, consideration is given to differences related to socioeconomic status, educational levels and neighborhoods.


Somali

- The Somali Bantu: Their History and Culture
  This 33-page profile provides a basic introduction to the people, history, and cultures of the Somali Bantu. Topics include history, geography, economy, social structure, gender roles, language and literacy, education, religion, art and song, food and dress, festivities, names and features of the language. This document can be purchased for $8.00 from the Center for Applied Linguistics http://www.cal.org/. It is found by selecting “refugee integration” from the sidebar menu.
[http://www.cal.org/resources/pubs/somalibantu.html](http://www.cal.org/resources/pubs/somalibantu.html)

- **Culturegram of General Somali Characteristics (Appendix 5A)**  
  This is a one-page document with basic information on several aspects of Somali culture including values, family attitudes and education.

- **Vital Components of Somali Tradition (Appendix 5B)**  
  This handout provides information for American school staff about Somali students and their culture as it relates to the school system.

- **Names of Somali People (Appendix 5C)**  
  Popular Somali names and origins.

- **Useful Somali Expressions with English Translations (Appendix 5D)**

- **Significance of Ramadan (Appendix 5E)**  
  This document by Abdisalam Adam explains the Islamic holiday of Ramadan and gives suggestions for schools on how to accommodate students’ observation of this holiday.

- **Community Resource Handbook for Working with Somali Patients NEW (Appendix 5O)**  
  This handbook provides information and resources for professionals working with Somalis about the country and the language and gives resources for Somali families regarding disabilities.

  *Community Resource Handbook for Working with Somali Patients.*  
  Massachusetts General Hospital institute of Health and Professions.

- **Disability in the Qu’ran: The Islamic Alternative to Defining, Viewing and Relating to Disability NEW APPENDIX 5P**

  *Journal of Religion Disability and Health.* Haworth Press. 9 (1) 5-27.

**Ethiopian, Eritrean, and Sudanese**

- **Ethiopian Community Development Council, Inc. (ECDCI)**
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This website provides information on social service organizations for the Ethiopian community by state.

www.ecdinternational.org/

• Every Culture
This website contains information about world cultures. Use the links below to find more information about Eritrean and Sudanese cultures.

Eritrea: http://www.everyculture.com/Cr-Ga/Eritrea.html
Sudan: http://www.everyculture.com/Sa-Th/Sudan.html

Liberians

• The Liberians: An Introduction to their History and Culture
This 74-page profile provides general information about Liberians—their history, culture, language, and resettlement experiences—as well as information about the new arrivals in particular. The information in this profile can help service providers better understand and, thus, serve this population. This document can be purchased from the Center for Applied Linguistics http://www.cal.org/ It is found by selecting “refugee integration” from the sidebar menu.

http://www.cal.org/topics/ri/profiles.html

Agencies Serving African Groups

• African Development Center (ADC)
ADC provides support to African-owned businesses, offers financial literacy education to Africans living in Minnesota and seeks out new opportunities in home ownership for African immigrants.

http://www.adcminnesota.org/

• Confederation of Somali Communities in Minnesota (CSCM)
CSCM is a multi-service organization serving primarily Somalis but also other East Africans in Minnesota. The recently opened East African Women’s Center offers opportunities for mothers to learn English as a Second Language, new skills for parenting in America, build support networks with each other and learn to successfully bridge cultures.

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http://www.cscmn.org/

- **Disabled Immigrant Association (DIA)**  
The Disabled Immigrant Association (DIA) is a social agency that offers mental health education and community services for the Somali population. The director, Mahad Abdi, has prepared a version of his PowerPoint presentation to be downloaded for our readers. It is full of information about the history of the Somali people, cultural characteristics as well as a discussion and resources for understanding mental health issues in the Somali community.

www.dialink.org

  - **Disabilities in the Somali Community (Appendix 5F)**  
    This PowerPoint gives an overview of Somali and other East African cultures, traditions and their views on disabilities.

- **Oromo Community of Minnesota**  
  NEW  
  This Website provides information on the country of Ethiopia, its languages, culture, arts, and related events in Minnesota. It lists resources for members of the Oromo community on social services and health care.

http://www.oromocommunitymn.org/Home.aspx

- **Riverside Islamic Center**  
  504 Cedar Ave. Mpls., MN 55454  
  (612) 332-9250

- **Somali Family and Youth Service**  
  195 Edmund Ave. St. Paul, MN  
  (612) 242-3273

**Asian Cultures**

**An Asian View of Cultural Differences**  
(Appendix 5G)  
This handout from Dr. Mai Van Trang lists common differences between Asian and mainstream American cultures.

**Hmong Studies Internet Resource Center**
This website offers links to census information about Hmong, Lao, Cambodian and Vietnamese people. It also has links to bibliographies related to each of these cultural groups.

http://www hmongstudies.org/

Social/Cultural Customs: Similarities and Differences between Vietnamese, Cambodians, Hmong, and Lao (Appendix 5H)
This chart was written by the Indochinese Mental Health Project, Bureau of Research and Training, April 1980, and was updated by Dr. Yang Dao, February 2002. It provides information on Hmong culture for educators.

Prayers on the Prairie NEW
This new documentary film from the Minnesota Humanities Center examines five distinct religious traditions – Hinduism, Theravada Buddhism, Chinese Ancestral Worship, Hmong Shamanism, and Islam – practiced among many of Minnesota's Asian American communities. Learn more about the partnership with the Council on Asian Pacific Minnesotans and the Minnesota Humanities Center film:

http://www minnesotahumanities.org/prayers

Yellow: Where We Can Be NEW
The Asian Pacific Youth Council (APYC) is a leadership program of the Council on Asian-Pacific Minnesotans. Their mission is to be the voice of their generation. In this documentary film from the Minnesota Humanities Center, APYC members talk about the experiences of Asian American teenagers and address issues including culture, identity, discrimination, and family.

http://www minnesotahumanities.org/video/capm.cfm

Hmong

- Culturegram of General Hmong characteristics (Appendix 5I)
  This one-page document contains basic information on several aspects of culture including values, family attitudes and education.

- Handbook for Teaching Hmong-Speaking Students (Appendix 5J)
  The pages in the appendix are reprinted with permission from Dr. Yang Dao, one of the authors of the publication, "Handbook For Teaching Hmong-Speaking Students."

- **Hmong Clans** *(Appendix 5K)*
  The Hmong in Laos were divided into 19 Clans. This page is a list of the Hmong clans with the English and Hmong spelling for each clan.

- **Hmong Cultural Tour**
  This website is the result of a year-long project in 2002-2003 completed by Mark Wagler’s 4th/5th grade class. It documents their exploration of Hmong communities throughout Wisconsin. The class toured seven communities in Wisconsin and wrote reflections on their experiences. Their reflections cover a variety of themes: journey back to Laos, living in two worlds, presenting culture, everything is spiritual, entrepreneurs and leaders, refugee experiences and keeping traditions. Looking through the eyes of 4th and 5th graders offers a unique way to learn about this culture. The tour can be accessed through the Wisconsin Teachers of Local Culture’s website [http://csumc.wisc.edu/wtlc/](http://csumc.wisc.edu/wtlc/) or directly through the link below.

  [http://csumc.wisc.edu/cmct/HmongTour/index.htm](http://csumc.wisc.edu/cmct/HmongTour/index.htm)

- **Hmong-English Bilingual Speakers: Resources for Speech-Language Pathologists, Educators, and Parents**  *Temporarily Unavailable*
  This website has information and resources for speech-language pathologists, educators and parents on the Hmong culture. Users can select Social and Language Contexts and view: costumes, food, folklore, art and listen to a traditional Hmong courtship song on the Ncas instrument.

  [http://www.tc.umn.edu/~kanx0004/index_files/ResourcesL1L2.htm](http://www.tc.umn.edu/~kanx0004/index_files/ResourcesL1L2.htm)

- **The Hmong: An Introduction to Their History and Culture**
  This 53-page culture profile is a valuable resource for service providers, educators, employers and others interested in learning more about the Hmong. Based on current research and wisdom gained from resettlement of the first groups of Hmong refugees, the profile includes general information about the Hmong people, their history, their lives in Laos and Thailand, literacy and education issues, resettlement matters and Hmong languages, including a list of common words, phrases and sayings. It can be purchased from the Center for Applied Linguistics [http://www.cal.org/](http://www.cal.org/) It is found by selecting “refugee integration” from the sidebar menu.

  [http://www.cal.org/topics/ri/profiles.html](http://www.cal.org/topics/ri/profiles.html)

- **WWW Hmong Homepage**
This comprehensive website has links to Internet-based resources related to Hmong news and current-events, issues, history, publications and culture. It is designed for anyone who is seeking more information about the Hmong people. One will find basic background and historical information about Hmong people as well as extensive references to ongoing research projects, current events and issues pertaining to Hmong history, resettlement and repatriation.

http://www hmongnet org/

Vietnamese

- Teaching Tolerance
  Teaching Tolerance’s Website www.tolerance.org has a curriculum on Vietnamese Americans that can be accessed by choosing “web exclusives” from under the “for teachers” tab. Resources include maps and demographics, timelines, history, a glossary and a bibliography. Or it can be accessed directly through the following link:


- Vietnamese Culture Page (Appendix 5L)
  This one-page document contains basic information on several aspects of culture including values, family attitudes and education.

- Vietnamese Social Services of Minnesota
  This organization provides social services to Vietnamese people living in Minnesota.

  www.vssmn.org

Karen

- Refugees from Burma: Their Backgrounds and Refugee Experiences
  This 88-page profile provides information about the diverse histories, cultures and refugee experiences of the refugees from Burma, with a focus on the Burmans, the Karen and their various subgroups and the Chin. Designed as a resource for refugee service providers, it also will be useful to teachers, local government agency staff and others who interact with the Burmese. The profile also addresses the early experiences of the Burmese already resettled in the U.S. This document can be purchased or downloaded at the Center for Applied Linguistics’ website http://www.cal.org/ It is found by selecting “refugee integration” from the sidebar menu.
http://www.cal.org/resources/pubs/burmese.html

- **Final Refuge**
  This newspaper article traces a family’s journey as refugees from Burma to St. Paul, Minnesota.


- **Interview with Etaw Dwe**  
  Appendix 5Q
  Mr. Dwe tells about his life in Burma, his immigration to Minnesota, and his advocacy for the Karen people living in Minnesota.


- **Karen Resource List**  
  Appendix 5R
  This list has Websites, films and other resources related to the Karen people and culture.

- **Karen Community of Minnesota (KCM)**
  The goal of this organization is to provide information about the Karen People as well as providing resources for the Karen and other refugees from Burma living in Minnesota and the United States.

  http://www.mnkaren.org/index.html

- **Karen Community in Minnesota**
  This 44-page PowerPoint presentation provides the history, background information, maps, tribes and information about different cultures represented in Thailand, Burma and Tibet.

  http://mrc.spps.org/Karen_Community_In_Minnesota.html

**Tibetan**

- **Tibet Online**
  This website has all of the information related to history, aspects of Tibetan culture and links to other related sites.

  http://www.tibet.org/
Books on Asian Cultures

- **Assessing Asian Language Performance: Guidelines for Evaluating Limited-English Proficient Students**
  A valuable resource for Asian culture can be found in the books by LiRong Lilly Cheng that were published in 1987 and later revised in 1991. These texts cover the history of specific Asian countries as well as the cultural characteristics for specific groups of people. Located in Part I: *Critical Background Information: The Asian Language Minorities In The United States*, chapters include Asian cultural differences, historical background of the Chinese and information about the cultural characteristics of the following groups: **Chinese, Vietnamese, Hmong, Cambodian and Laotian**.


- **Chinese American Children and Families: A Guide for Educators and Service Providers**
  This 125-page book provides general information about Chinese Americans, their family structure and child-rearing practices. In addition, topics such as education, health and mental health care and disabilities and intervention are covered. Additional resources are provided in the list of references.


- **Healing by Heart: Clinical and Ethical Case Stories of Hmong Families and Western Providers**
  This book is a collection of fourteen stories about patients and their search for health care from American providers. It is a resource for anyone committed to responsive health care for the traditional Hmong patients and families. The stories provide information about incorporating Hmong values and beliefs with Western practice.


- **My Heart it is Delicious – Setting the Course for Cross-Cultural Healthcare – The Story of the Center for International Health**
  This is the amazing and inspiring story of how a baker’s dozen of Minnesota volunteers responded to an international health crisis half a world away and helped transform refugee medical care across the globe.
When the American Refugee Committee of Minneapolis sent a small medical team to tend the sick and starving refugees on the war–torn Thai-Cambodian border in 1979, the fledging nonprofit had no idea its work would last into the twenty-first century.


### Agencies serving Asian Groups

- **Centre for Asians and Pacific Islanders (CAPI)**
  CAPI assists Southeast Asian and East African immigrants and refugees to become increasingly self-sufficient and contributing members of our community. CAPI has two integrated departments: Employment & Training and Social Services & Cultural Education. The agency's diverse employees collectively speak 10 languages and offer valuable services from several Minneapolis locations.
  
  [www.capiusa.org](http://www.capiusa.org)

- **Hmong American Partnership (HAP)**
  HAP's goals are to: assist Hmong adults in gaining computer and English language skills, finding and retaining employment, preventing Hmong youth involvement in drugs and crime, while helping to improve their academic achievement; help Hmong parents understand and adapt to parenting systems in the United States; and support the elders who experience loneliness and loss of purpose in their resettlement in the United States.
  

- **Hmong American Mutual Assistance Association (HAMAA)**
  HAMAA has developed and sponsors several primary programs, including: Council of Hmong Elders, Family Empowerment Network, Academic Barriers Challenges, Youth Empowerment Partners, Center for Hmong Adolescent, Minneapolis Community Patrol, Neighborhood Home Buyers Club and Hmong Economic Development Program.
  

- **Hmong Cultural Center**
  This center promotes the personal development of children, youth and adults in the Twin Cities through Hmong cultural education while providing resources that enhance cross-cultural understanding.
  
Talk With Me

- **Hmong National Development, Inc. (HND)**
  A non-profit organization, HND works with local and national organizations, public and private entities and individuals to promote educational opportunities, increase community capacity and develop resources for the well being, growth and full participation of Hmong in society. A regional listing of Minnesota-based Hmong organizations is provided.


- **Lao Family Community of Minnesota**
  Lao Family’s mission is to help Hmong families overcome barriers to self-sufficiency. In particular, Lao Family’s employment program assists individuals who have lost their jobs due to plant closings or who were self-employed (including farmers and ranchers) and are now unemployed.

  [www.laofamily.org](http://www.laofamily.org)

**Latino Cultures**

“Hispanic” is a term that refers to people from a Spanish-speaking country; whereas “Latino” refers to those whose cultural heritage descends from families from Mexico, the Caribbean, Central America and/or South America. It is important to remember that the terms “Hispanic” and “Latino” do not refer to one nationality or culture. As a group, Latinos represent a mixture of several ethnic backgrounds, including European, American Indian and African. Many Latino and Hispanic people in the United States differ in how they refer to themselves; some prefer that they simply be called Americans. Others identify themselves with their cultural or national background. For example, some Mexican Americans may refer to themselves as Chicanos; Puerto Ricans may identify themselves as Boriqua and Puerto Ricans living in New York State may refer to themselves as Nuyoricans. Mexican Americans, Puerto Ricans and Cuban Americans make up the three largest groups of Latinos in the United States.

Source: 42explore Thematic Pathfinders For All Ages, [http://www.42explore2.com/latino.htm](http://www.42explore2.com/latino.htm). Please refer to the Website for a more detailed discussion, which is found under the section titled “Latino - Hispanic Heritage.”

**Latino Culture Page (Appendix 5M)**
This one-page document provides basic information on several aspects of Latino culture including values, family attitudes and education.
Online Resources about Latino Culture

- **Voices from the Latino Community**  NEW
  The Minnesota Humanities Center produced these five videos have interviews with members of the Latino communities in Minneapolis, Saint Paul, and rural Minnesota. Learn about the history and development of the West Side of Saint Paul, the Mercado Central in Minneapolis, and Latino communities of Duluth, Northfield, St. James, Rochester, and Willmar.
  
  [http://www.minnesotahumanities.org/video/Clac.cfm](http://www.minnesotahumanities.org/video/Clac.cfm)

- **Building Blocks for Hispanic Outreach and Service**  NEW
  Four online video lectures on the topics of: The Hispanic population in the U.S., understanding the Hispanic community in your area, meeting the needs of Hispanic families and children. The videos can be viewed and listened to in English or in Spanish. Produced by the Head Start Office of the Administration for Children and Families Early Childhood Learning & Knowledge Center (ECLKC)
  

- **42explore Thematic Pathfinders for All Ages Website: Latino - Hispanic Heritage Page**
  This Website contains links to many other sources for information on numerous topics related to Hispanic populations and the Spanish language.
  

- **Latin American Network Information Center**
  Another website that offers information about specific countries and their individual cultures is the Latin American Network Information Center. Countries include Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Haiti, Jamaica, Mexico, Panama, Paraguay, Peru, Puerto Rico, Uruguay and Venezuela.
  
  [http://lanic.utexas.edu/](http://lanic.utexas.edu/)

- **Chicano Latino Affairs Council**
  In Minnesota, current data are predicting that the Latino population will continue to rise rapidly in the next several years. The following website provides information from different perspectives. The Chicano Latino Affairs Council has different projections for the Hispanic population increases.
http://www.clac.state.mn.us/pdf/demooverview/projections.pdf

- **Hispanic-Culture Online**
  For ongoing information about several aspects of the Latino culture, this website has links for these topics: famous Hispanics, names, holidays, religion, travel, food facts, speaking Spanish, learning songs and current items in the news.
  
  www.hispanic-culture-online.com/

- **The Pew Hispanic Center**
  Following the link below, one will find demographic and economic information related the Hispanics and non-Hispanics in the State of Minnesota.
  
  http://pewhispanic.org/states/?stateid=MN

- **Minnesota State Demographic Center**
  The document *Minnesota Population Projections by Race and Hispanic Origin 2000–2030* is available online through the state demographer’s office [http://www.demography.state.mn.us/](http://www.demography.state.mn.us/) or by accessing the direct link below:
  

**Books about Latino Culture**

- **Educating Latino Preschool Children**
  This text is primarily a literature review that covers demographic information; preschool education in the U.S., Puerto Rico, Mexico and other places in Latin America; Hispanic beliefs about disabilities and play; family and child socialization patterns; characteristics of the Spanish language; and special education evaluation, intervention and curricula issues. The book also includes valuable tables, photos, side glossaries, brief summaries, resources for further reading and brief case studies.


- **Latino Minnesota**
  This book provides a history of the Latino population in Minnesota and describes how migrants, immigrants and their U.S.-born children have added to the economic, cultural and social fabric of Minnesota for nearly a century. Latino workers have provided the backbone for Minnesota's agricultural, food processing, manufacturing and service industries. Today,
Latino Minnesota includes a variety of people from many nations contributing in every sector of society. Through lively prose, Latino Minnesota tells of the challenges of work, settlement, injustice and finding strength through community. The result is a warm and fascinating history of a population who today are changing the face of Minnesota.


- **The Hispanic Child: Speech, Language, Culture and Education**
  This text addresses the issues and struggles of today’s Hispanic school-age children. It covers background topics such as demographics, *Spanish* language characteristics, heterogeneity of the Hispanic population and socialization practices of Latinos. In addition school-related topics are included such as, changes in U.S. schools due to immigration patterns and legislation, classroom pragmatics and evaluation and intervention considerations.


- **Raising Nuestros Niños: Bringing up Latino Children in a Bicultural World**
  Written by a Latina mother who has a doctorate in Early Childhood Education, this book is designed to be a resource for Latino parents who are raising their children bi-culturally. Professionals will find information about cultural values and practices that may be useful when working with Hispanic families. In addition, the sayings, songs, recipes and games described in the book may be useful when trying to incorporate culturally relevant activities into classroom and intervention settings. It also is available in *Spanish*.


**Articles with Information on Latino Culture and Attitudes about Disabilities**

- **Mexican Immigrant Mother’s Beliefs about Disabilities**
  This informative article was published in the “Viewpoint” section of the *American Journal of Speech-Language Pathology*. The authors address cultural attitudes about disabilities and the impact they have on planning intervention. Dilemmas may arise when the service providers’ desire for intervention conflicts with the mothers’ views towards health care and education and their beliefs about how and why their children have disabilities. The researchers interviewed 27 Mexican immigrant mothers, women born and raised in Mexico who came to the United States as adults, about their understanding of disabilities. The results represent a wide range of beliefs from biomedical causes to folk and religious
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explanations. The study takes a sensitive approach to examining the cultural belief system as well as providing guidelines for service providers who work with this population in schools and health care settings. The full text can be downloaded by speech-language pathologists who are members of ASHA.  www.asha.org


- **Mexican American and Anglo-American Mother’s Beliefs and Values about Child Rearing, Education, and Language Impairment**
  This study investigated the cross-cultural and intercultural diversity of mothers’ beliefs and values regarding child rearing, education and the causes of language impairment. Thirty Mexican American and 30 Anglo-American mothers of children with language impairments participated in the study. The full text can be downloaded by speech-language pathologists who are members of ASHA.  www.asha.org


- **Disabilities as Viewed by Four Generations of One Hispanic Family**
  Forty members of one Hispanic family ranging from 21 to 96 years were interviewed by a bilingual professional who was also a family member. The results were analyzed, and the clinical implications reinforce the need for professionals to increase cultural awareness and knowledge to provide culturally sensitive clinical services. The full text can be downloaded by speech-language pathologists who are members of ASHA.  www.asha.org


**Agencies serving Latino Groups**

- **Comunidades Latina Unidas En Servicio CLUES**
  CLUES is the largest bilingual provider of behavioral health and human services to the Latino community in Minnesota. They are unique in that they provide psychological therapy in Spanish.

  http://www.clues.org

- **Catholic Charities Migration and Refugee Services**
  Services include outreach to Spanish-speaking individuals and families in the Latino community, employment services for refugees and asylees
through Project Rise (Refugees In Search of Employment), case management and refugee resettlement services.

http://cctwincities.com/migration_refugee_services.aspx

- **Chicano Latino Affairs Council (CLAC)**
The primary mission of CLAC is to advise the governor and the state legislature on the issues of importance to Minnesota’s Chicano Latino community. CLAC also serves as an information and referral agency to ensure that Chicano Latinos in Minnesota are connected to the appropriate government agencies and community based organizations to address their concerns, which range from immigration and education to discrimination and social welfare.

http://www.clac.state.mn.us/

**Native American Cultures**

- **Dakota and Ojibwe Perspectives American Indian Responses to Statehood**
  In the months leading up to the Minnesota sesquicentennial in 2008, the Minnesota Humanities Center began working with *Dakota* and *Ojibwe* people to make video recordings of their stories of how statehood affected their homes, their families, and their future. These stories are painfully absent from traditional histories of Minnesota textbooks, and other educational resources.

http://www.minnesotahumanities.org/video/indigenousVoiceshomepage.cfm

- **Ojibwe/Dakota Language Revitalization Moves Forward in Minnesota**
  Both the *Dakota* and *Ojibwe* languages are at-risk for extinction if dramatic efforts are not undertaken to preserve them by increasing the number of speakers as quickly as possible. Many programs rely on elders for transmission of language and cultural traditions to younger generations. This online article describes several initiatives underway in Minnesota to support the revitalization of the Dakota and Ojibwe languages. There is a Native American Early Childhood Leaders Circle that is focused on supporting native language revitalization efforts.


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• **Minnesota Humanities Center's Responses to Statehood**
The Minnesota Humanities Commission has an online video series that describes the history of the Dakota people in Minnesota including current issues facing the tribe. Much of the series is comprised of an academic presentation by Wayzawatin, Ph.D. The link given below is the direct link to this video series.

http://minnesotahumanities.org/projects/statehood/videolibrary

• **Minnesota Tribal Resources for Early Childhood Care**
http://mntrecc.net/index.html
http://mntrecc.net/curricresource.html
http://www.mntrecc.net/pdf/MetroFamiliesResourceGuide.pdf

• **The Dakota Society of Minnesota**
This is the official website of the Dakota Society, a Minnesota non-profit corporation organized to engage in research and education pertaining to the history and culture of Native Americans. Visitors to the website will find recommended resources on Dakota culture as well as some general resources on Native American culture and language.

http://www.visi.com/~vanmulken/welcome.htm

• **Mille Lacs Band of Ojibwe**
This website has a detailed history of the Mille Lacs Band of *Ojibwe* as well as general information about the Ojibwe culture.

http://www.millelacsojibwe.org/

• **Preschool Programs In Dakota and Ojibwe**
Wicoie Nandagikendan Early Childhood Urban Immersion Project provides a 3-hour-a-day preschool language immersion experience. It builds on the integral connections between culture, literacy, and educational attainment. The project partners with existing programs to provide fluent speakers and language curriculum.

The Wicoie Nandagikendan Urban Immersion Preschools Program began in January 2006 with a grant from the Administration for Native Americans. Because the future of native languages is in the children, it is crucial to expose children to these languages at a young age. When the language (Dakota or Ojibwe) is not spoken in the home, due to generations of language loss, schools and day care facilities offer an alternative opportunity to expose children to their heritage languages in a supportive, non-threatening environment.
There are currently three preschools in operation through this program, with plans for a fourth underway. All of these preschools are located in or near the Phillips neighborhood in Minneapolis and serve predominantly American Indian families. For more information visit their website at:

http://earlychildpro.org/?s=preschool+programs

Russian

- **Working with Recent Immigrants from Russia: Some Observations (Appendix 5N)**
  This paper was written with purpose of providing extensive information about Russian culture including religion, food, family values, customs, traditions and education.

National and Minnesota Resources

**America Refugee Committee (ARC)**
ARC works with its partners and constituencies to provide opportunities and expertise to refugees, displaced people and host communities. They help people survive conflict and crisis and rebuild lives of dignity, health, security and self-sufficiency. ARC is committed to the delivery of programs that ensure measurable quality and lasting impact for the people they serve.

www.arcrelief.org

**The Center for Victims of Torture**
The center provides direct care to victims of torture, research on rehabilitation, professional training for health care, human service, resettlement and immigration professionals in the United States and abroad. Since 1985 the Center for Victims of Torture has helped 20,000 torture survivors rebuild their lives.

717 East River Road
Minneapolis,MN 55455
612-626-1400
www.cvt.org

**The Cultural Orientation Resource Center**
This center provides cultural orientation programs and resources for refugees and immigrants to help with resettlement and employment.

http://www.cal.org/co/domestic/toolkit
International Institute of Minnesota
This organization is dedicated to serving people in transition. The mission of the Institute is to: 1) provide a center for information and assembly for all nationalities and races; 2) develop fellowship and understanding among such persons through group meetings and activities; 3) promote the welfare of our foreign-born population and their families; and 4) preserve and stimulate intercultural values.

1694 Como Ave. St. Paul, MN, 55108
651-647-0191
http://www.iimn.org

Minnesota Advocates for Human Rights
This organization provides programs for refugees and immigrants including free legal services, education and training. It is dedicated to the promotion and protection of internationally recognized human rights around the world.

www.theadvocatesforhumanrights.org

The Minnesota Humanities Center
This center has resources in the area of humanities such as culture, language, history, literature, civics, philosophy, ethics, jurisprudence, religion, anthropology, and archaeology. The Humanities Center focuses on the humanities to build a thoughtful, literate, and engaged society through professional development for educators, literacy programs, and community partnerships. Many online resources can be found on their Website.

www.minnesotahumanities.org

Multicultural Literature

There are many publications written by authors representing different cultures. Here are some examples of publications and websites that offer insights into various cultures. Some resources are written by representatives of the culture and some are written by those who have experienced the culture and want to share their knowledge. This section is organized by cultural group. The books contain information on cultural characteristics, cultural beliefs and broader societal issues.

Hmong

The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures
In telling the story of Lia Lee, a Hmong child suffering from a severe seizure disorder, Anne Fadiman illuminates the clash between Hmong views on sickness and healing and those held by practitioners of Western medicine. Ms. Fadiman describes the historical background of the Hmong people, their religious beliefs, many of their cultural practices and the challenges they face in the acculturation process. In Chapter 17, Ms. Fadiman reviews the “eight questions” that were developed by Arthur Kleinman, the chair of the department of social medicine at Harvard Medical School. These eight questions are essential in understanding how a patient or family understands and explains a disease or disability. The questions are (1) What do you call the problem? (2) What do you think has caused the problem? (3) Why do you think it started when it did? (4) What do you think the sickness does? How does it work? (5) How severe is the sickness? Will it have a short or long course? (6) What kind of treatment do you think the patient should receive? What are the most important results you hope to achieve from this treatment? (7) What are the chief problems the sickness has caused? (8) What do you fear most about the sickness? (pp. 260-261). Lia’s story clearly illustrates the importance of these questions, and one can only imagine how different her experience might have been had they been asked at the outset. Readers definitely will come away from this book with a greater compassion for immigrant families and may find that some of their own assumptions and biases have been revealed.


The Latehomecomer: A Hmong Family Memoir
Here is a description of the book from the publisher, Coffee House Press. In search of a place to call home, thousands of Hmong families made the journey from the war-torn jungles of Laos to the overcrowded refugee camps of Thailand and onward to America, but their history remains largely unknown. Driven to share her family’s story after her grandmother’s death, Kao Kalia Yang’s memoir is a tribute to the remarkable woman whose spirit held them all together. Beginning in the 1970s, as the Hmong were being massacred for their collaboration with the United States during the Vietnam War, Yang recounts the harrowing story of her family’s captivity in Laos, the daring rescue undertaken by her father and uncles, and their narrow escape into Thailand where Yang was born in the Ban Vinai Refugee Camp. When she was six years old, Yang’s family immigrated to America. She evocatively captures the challenges of adapting to a new place and a new language, and also gives voice to the dreams, wisdom, and traditions passed down from her grandmother and shared by an entire community.


Hey, Hmong Girl, Whassup? The Journal of Choua Vang

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This novel in journal form conveys the thoughts and feelings of a teenager, Choua Vang, growing up in Minnesota, coping with her family’s strict old-world traditions and her friends’ and classmates yearning to be grown-up and independent. It is a book of juvenile fiction concerning current issues of race, acculturation and family among the Hmong in America.


Karen - Burma

**Saving Fish from Drowning** by Amy Tan  NEW
This book opens with an article from the San Francisco Chronicle stating that 11 tourists, including four men, five women, and two children have mysteriously vanished in Burma, after sailing away on a cruise on Christmas morning. The novel explores the relationships, insecurities and hidden strengths of the tourists, set against the uneasy political situation in Burma.


Latino

**Dads and Kids Book Club - Chicka Chicka Boom Boom**
The Dads and Kids Book Club was developed as a way to strengthen father-child relationships and assist fathers in learning new ways to support emerging literacy skills in young children.

[http://mnhum.org/outreach/dadsandkids](http://mnhum.org/outreach/dadsandkids)

**Enrique’s Journey**
In this astonishing true story, award-winning journalist Sonia Nazario recounts the unforgettable odyssey of a Honduran boy who braves unimaginable hardship and peril to reach his mother in the United States.


**The House on Mango Street**
Told in a series of vignettes stunning for their eloquence, *The House on Mango Street* is Sandra Cisneros's greatly admired novel of a young girl growing up in the Latino section of Chicago. Acclaimed by critics, beloved by children, their parents and grandparents, taught everywhere from inner-city grade schools to universities across the country and translated all over the world, it has entered the canon of coming-of-age classics. Sometimes heartbreaking, sometimes deeply joyous, *The House on Mango Street* tells the story of Esperanza Cordero, whose neighborhood is one of harsh realities and harsh beauty. Esperanza doesn't want to belong -- not to her rundown neighborhood, and not to the low
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expectations the world has for her. Esperanza’s story is that of a young girl coming into her power and inventing for herself what she will become.


**The Tortilla Curtain**
The following is a description from the publisher: “Topanga Canyon is home to two couples on a collision course. Los Angeles liberals Delaney and Kyra Mossbacher lead an ordered sushi-and-recycling existence in a newly gated hilltop community: he a sensitive nature writer, she an obsessive realtor. Mexican illegals Candido and America Rincón desperately cling to their vision of the American Dream as they fight off starvation in a makeshift camp deep in the ravine. And from the moment a freak accident brings Candido and Delaney into intimate contact, these four and their opposing worlds gradually intersect in what becomes a tragicomedy of error and misunderstanding.”


**Short Fiction by Hispanic Writers of the United States**
Introduced by informative entries which place the authors in their cultural and historical frameworks, the selections are as diverse as Hispanic culture itself and as varied as the personalities of their authors.


**Pakistan**

**Three Cups of Tea**
In 1993 a mountaineer named Greg Mortenson drifted into an impoverished Pakistan village in the Karakoram mountains after a failed attempt to climb K2. Moved by the inhabitants’ kindness, he promised to return and build a school. *Three Cups of Tea* is the story of that promise and its extraordinary outcome. Over the next decade Mortenson built not just one but 55 schools – especially for girls – in the forbidding terrain that gave birth to the Taliban. His story is at once a riveting adventure and a testament to the power of the humanitarian spirit.


**Somali**

**Accommodating and Educating Somali Students in Minnesota: A Handbook for Teachers and Administrators**
This handbook for educators of K-12 students from Somalia is an invaluable guide to the cultural, religious, socioeconomic, and family issues that these refugee students bring to the classroom. The authors present a sensitive portrait
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of the traumatic experiences that refugee Somali families in the United States had to endure in their escape from war to a new life.


Wiil Waal
This children’s book tells the story of a traditional Somali folktale. A sultan poses a riddle that the men of the land must solve. This is one of four Somali folktales published as bilingual children’s picture books through the Minnesota Humanities Center’s bilingual books project.


Somali Folktale Project
The Somali Folktale Project was written by Minneapolis Public Schools, Lyndale School ELL team, through a grant. The website contains 19 Somali folktales all written in the same format. There is an English version of the story, followed by a Somali version. The story is then written as a play (in English). A page of background material with classroom ideas and vocabulary is included as well as two student pages (with answer keys) - a cloze activity and a sequencing activity. Creators of the website write, “We hope that these Somali folktales will help you address the needs of your Somali students. We also hope that this project, in some way, may help to preserve these stories, stories whose very survival is threatened by war and geographical displacement. We owe a special debt of thanks to our Somali parents whom, wanting to assist in their children’s' education, encouraged this project, and provided additional stories and interpretations.” This resource can be used as a way to incorporate culturally appropriate literature into your practice. The suggested literary activities were developed with Minneapolis, Minnesota and National ELL standards in mind. As written on the website, “These activities provide English language opportunities to increase content-based vocabulary with culturally appropriate themes and background information. The Somali folktales, together with these literary activities, are intended to enhance literacy in both languages.” Temporarily unavailable.

http://lyndale.mpls.k12.mn.us/Folktales.html

Sudan

What is the What? The Autobiography of Valentine Achak Deng. A Novel. David Eggers tells a fictional story based on the life of Achak Deng, a boy from a village in southern Sudan who is uprooted from his home and separated from his family because of the civil war in his country. He tells the story of Achak’s frightening time with the ‘Lost Boys of Sudan’, their time of hiding in the jungle, coming to a shelter in Ethiopia and then to a refugee camp in Kenya. He
eventually emigrates to Atlanta and continues to have frightening and confusing experiences in his new home country.


**Various Cultures**

**The Middle of Everywhere: The World’s Refugees come to our Town**
In this book, Mary Pipher describes her experiences as a cultural broker who helps refugees settle into her hometown of Lincoln, Nebraska. Through her reflections and descriptions of the stories of a number of families, readers will develop understanding of the difficulties immigrants, especially refugees, face when adjusting to life in the U.S. You can read an excerpt online at:


**Minnesota Humanities Center**
The Minnesota Humanities Center reviews, features and sells many of the books written by local cultural representatives including from the Hmong, Latino and African groups.

www.MinnesotaStoryTime.org