

# Context:

Newcomers in California's classrooms  
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## Global Learning Networks:

### Creating Communities of Learners Globally and Locally

Two factors have dramatically changed schools in California in recent years. Major demographic shifts have caused classrooms to become increasingly heterogeneous. Technological advances have resulted in computers in every school. These changes confront educators with two challenges: to restructure our educational system so that it promotes high levels of achievement for a diverse student population; and to determine the role computers and other emerging technologies will play in such achievement.

Too often, immigrant students are relegated to rote, low level instruction, while their mainstream peers use computers as more powerful communication and discovery tools for enrichment. With the introduction of the Internet, and of interactive learning using

computer networking, there are more effective ways to use computers to accelerate the achievement of all students. Global networking projects can provide highly motivating, cognitively challenging contexts for learning, that are particularly effective for immigrant students.

Many of the ideas discussed in this article have been drawn from the networking project "De Orilla a Orilla," which is Spanish for "From Shore to Shore." The name was chosen to reflect the reality of classroom collaborations that span oceans and continents. The project began fifteen years ago by linking immigrant students in the United States and Canada with their countries of origin in the Caribbean, Latin America, and Pacific Islands. Orillas has grown to include many more regions of the world and, through collaborations with other networks, now has links to schools in more than 50 countries.

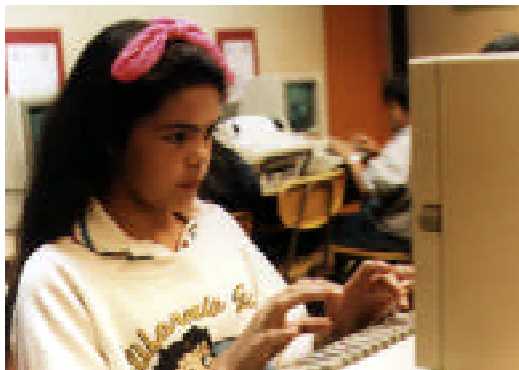
Orillas is an international teacher-researcher project that has concentrated on documenting promising practices for intercultural learning over global learning networks. It also serves as an international clearinghouse for establishing long-distance team-teaching partnerships between pairs or groups of teachers separated by distance. Teachers contact Project Orillas with a description of their class and interests, which is circulated through the Orillas network in order to find an interested partner class. A partnership is formed between two or more



High school student plots the location of her partner class.

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Discovering and sharing between cultures in the Orillas Networking Project.

classrooms in different parts of the world, which share language, cultural or academic interests. These shared interests provide a context for the curriculum of the classes through projects determined by the partner teachers. In addition,

Orillas offers larger group projects, such as Connecting Math to Our Lives, to encourage academic study in an authentic context and promote critical examination of cultural, social, and political issues. Orillas team-teaching partnerships and group projects are multilingual and multinational.

Research on the effective classroom use of computers (Means, 1995) has demonstrated that project-based learning is one of the most powerful ways to use computers with diverse student populations. Orillas builds on this concept, but takes project-based learning a step further by adding the element of distance. Long distance partnerships, in which two or more classes carry out jointly-executed, parallel investigations, build on the curriculum in the participating classes and provide opportunities for interdependent, cooperative activity in small groups at each site. These class-to-class collaborations go beyond linking individual students for "pen-pal" letter writing. Successful long-distance class-to-class projects include: comparative investigations (e.g. dual community surveys, joint science investigations, or contrastive geography projects), shared student journalism and publishing (e.g. newsletters or literary journals), oral histories and folklore compendia (e.g. community narratives or intergenerational collections of proverbs or folktales), or other cross-cultural explorations.

The project's focus on second language learning and critical inquiry has drawn attention from the educational research community. Orillas has been described as a promising curricular project for immigrant and second language students by the U.S. Congress Office

of Technology Assessment (Roberts & staff, 1987) as well as by a number of educational researchers and policy-makers (Cummins 1989; DeVillar and Faltis, 1991; Dolson, 1999; and others). In their book on Computers and Cultural Diversity, DeVillar and Faltis (1991) judged Orillas "certainly one of the more, if not the most innovative and pedagogically complete computer-supported writing projects involving students across distances" (p. 116). Cummins and Sayers (1995) in *Brave New Schools* wrote that "Orillas remains—after more than a decade—a leading global learning network project working to explore and expand the theoretical and practical boundaries of multilingual, intercultural learning" (p. 23).

This article examines the contributions of global learning networks to three areas of

### Joint Publishing

In a joint newspaper publishing project involving a class in California and a class in Connecticut, students take on the role of journalists who venture out into their communities to gather stories. But they don't rely exclusively on local news. The student reporters check their classroom computers for articles from their "foreign correspondents." The writing they do on a series of themes selected by the joint editorial board, formed from students in both classes, goes through a series of revisions to ensure that the writing is accurate before publication to a wider audience. At one point in the project, the classes meet via conference call for a live chat: to select a title for their publication. But most of the correspondence is asynchronous, ideally suited to their writing development, and to opportunities for their teachers to encourage peer review and teach lessons on punctuation and grammar. This exchange resulted in the publication of a bilingual newspaper, shared not only in the students' own communities but also with their distant correspondents.

#### Note from the editor:

In an earlier issue of *Context* (Vol. 19, No. 135, February/March 1999), David Dolson, of the California State Department of Education, presented an article entitled *Identifying Effective Instructional Interventions for Immigrant Student Populations*. That article identified research criteria and programs that accelerate and intensify scholastic outcomes for immigrant students. *Context* is publishing a series of articles on the recommended interventions. This article on the Orillas Computer Networking Project is part of that series and explains why global networking seems to hold such promise for immigrant students.

learning important in the academic achievement of immigrant students: language acquisition, social integration, and inquiry. Classroom examples appear in the sidebars.

### Language Acquisition

Global learning networks contribute to academic achievement by providing motivating and authentic contexts for students to develop their language skills. The potential that global learning networks have for exploring all aspects of language—from oral language development to contrastive linguistic analysis to biliteracy—is limitless. Space allows us to discuss one aspect at length.

Teachers report that students write more when students are engaged in projects they care about and write to real audiences. They produce better texts with more elaboration and fewer mechanical errors when writing to a distant audience than when writing for a grade from their instructors, contrary to their teachers' expectations. (Cohen and Riel, 1986). Students can't presume that their audience in a faraway place shares the same assumptions and background information. They must express

their ideas clearly, providing background information and details on the points they make. In this way global learning networks elicit from students some of the most desired qualities of good writing.

Global learning networks provide a forum that supports language learners by allowing them time to develop their written responses and by encouraging collaboration with teachers and peers. Although e-mail is sped across an ocean or a continent in seconds, it is "asynchronous"—it does not require immediate response. Students have time between receiving and responding to messages to work in small groups in which they receive help and instruction from teachers and peers on editing and polishing their writing. The opportunity to pause, to think, to compose and to ask others for help is of tre-

### Building a Dictionary

In the two-way program at Ann Leavenworth Elementary School in Fresno, teacher-researchers work with student lexicographers to build *Nuestro Diccionario*, a bilingual electronic lexicon. Using Language Toolkit software (<http://users.netmatters.co.uk/dandaforbes/vnexplain.html>), ELL and SLL students collaborate in pairs to write and then record their bilingual definitions, programming the dictionary to inflect nouns and adjectives and to conjugate verbs. They search the Internet for graphics to illustrate their entries, and include clickable website addresses for many keywords, transforming *Nuestro Diccionario* into an encyclopedia. The student lexicographers are preparing to install *Nuestro Diccionario* on the school's server, accessible to other two-way and bilingual programs who wish to join in their dictionary-building endeavor.

### Meeting State Standards

Using the Internet, a 5th grade classroom of African-American and Latino students in Los Angeles exchanged writing with two ESL classes in the Caribbean who read the same book and conducted parallel activities. "The Cay," a dramatic story of the relationship between a young European boy who is shipwrecked with an old man from Curaçao, served as a point of departure for dialogue on issues of racism and contrastive analysis of Mainstream English and African American Language (AAL). This interdisciplinary example of using Internet technology for language acquisition, met state and district standards of the required core literature, and formed life-lasting experiences for these 5th grade students.

Puerto Rican students opening a culture package.



mendous value for English learners.

Exchanges between distant classrooms are unique in being characterized by qualities typical of both oral and written communication. Although dialogues between students in distant lands have the appeal of a lively, inter-

active conversation with peers, they also provide students opportunities to write reports, synthesize findings, and publish their work. Students have opportunities to move from informal conversation to expository writing; in this way global learning networks effectively lower the threshold for English learners into the world of writing.

### Social Integration

When immigrant students feel isolated from other groups of students at their school or feel a sense of shame for

not speaking better English, their academic progress suffers. They may have few opportunities to ask questions about what they don't know and to demonstrate what they do know. However, English learners have greater success when their lives, their cultures and their languages are respected and are used to provide foundations for classroom work. Global learning networks can be an effective strategy for helping teachers turn diversity into a positive force by increasing social contact and interdependence between immigrant students and their mainstream peers. Cultural knowledge and linguistic diversity become highly valued when immigrant students serve as resources and cultural informants for the classroom. Global exchanges are like travelling to a foreign country with immigrant students in your classroom serving as guides. These same immigrant students can also serve as guides for distant partner classes interested in life in the U.S.

Teachers play an important role in designing global networking projects so that all students have opportunities to share and display their talents. Examples of networking projects with multiple roles include the publication of a newspaper or the creation of a multi-media "culture package" to send to the partner class. By assigning different roles to students with differing talents, teachers help ensure that all students have opportunities to teach others. Finally, teachers must ensure

### Addressing Racial Prejudice

Two teachers in a San Francisco federally-mandated desegregated school — a Spanish-speaking bilingual teacher and her African-American colleague — sought innovative ways to confront the growing tensions in the school between newly arrived Latino children of Mexican heritage and the African American students. To do so they established a distance team-teaching partnership with a bilingual teacher in New York City who worked with Spanish speaking students from the Caribbean. By having the San Francisco students participate in a year-long exchange of culture packages and videos with Spanish-speaking Latino students of African descent, they hoped to address the racial isolation and prejudice at their school: *Since the partner class in New York would include Spanish-speaking Latino students of African descent, we would be linking San Francisco's Latino students with faraway colleagues who in many ways were like them — students who spoke the same mother tongue and shared the experience of learning English as a second language — but whose physical attributes and pride in their African heritage more closely resembled their African-American school-mates. In this way we hoped to provide a bridge between the African Americans and the Latinos who saw one another everyday at school but whose interaction was distorted by fears and deep-seated prejudice.*

(Brown and Cuéllar, 1995)



Students prepare a video tape explaining Afro-Caribbean cultural traditions ("addressing racial prejudice" project).

### Intense Collaboration

Parents and children at an after-school program in San Diego participated in a multi-school project with other parents and children in Denver and in Caguas, Puerto Rico. Children in San Diego and their European-American, African-American, Latino, and Cambodian parents worked together so that all could participate in the exchange and other writing and publishing activities. One positive result for the parents and students in the San Diego school was that the status of the native Spanish-speakers rose instantly when they were immediately able to translate the messages in Spanish that came from Puerto Rico. The culturally diverse group interacted in creative ways to ensure that everyone's voice was heard. The children who had stronger typing skills did the keyboarding, parents with only emerging literacy skills dictated their stories, the family that spoke Khmer illustrated the cultural package with photos and drawings based on the family stories, and Latino parents translated for the European-American and African-American parents. The productive sequences of nested and interlocking relationships developed to accomplish the tasks are described by a young Cambodian boy, sitting next to his mother and a Spanish-speaking friend:

Dear parents and children:

Our names are Keovong, Maria and Eam. I am Keovong the one that is typing because I am good at typing. I was born in Philippines and my parents are from Cambodia. My mom come to computer class. My mom is writing in Cambodian and someone will translate it in English or Spanish, My dad used to come with me to the computer. Many of my people had died in Cambodia. My land has been taken by the bad people. But now I am far away from my home land and I am safe in San Diego.

Your new friend, Keovong Sar

that all students see the link between the skills displayed and the value of those skills in the wider world. They must highlight the value of the different contributions of the members of the group and make explicit the link to academic achievement.

### Critical Inquiry

In the effort to ensure that students acquire basic literacy and content area skills, schools may overlook the important contributions that critical inquiry can make to students' education. Our experience with global



California students research the agriculture and economics of strawberries.

### Examining Agriculture and the Economy

In Proyecto Fresa (Project Strawberry) third and fifth graders studied the strawberry field work of their migrant and agricultural families. They tracked the movements of strawberries from seeds to export markets. Students interviewed parents, used the Internet for additional research, and then invited community experts to speak to their class. They created a web site that contained poetry, artwork, graphs, and the results from their community investigations. Students engaged in dialogue on local economics and profit analysis as part of their math curriculum. They then carried their investigation beyond their community by e-mailing other students in a coffee-growing area of Puerto Rico. Through this project, students used language and technology to facilitate dialogues regarding global issues of commerce, agriculture, and equity.

### Exceeding Requirements

Global networking projects can help teachers extend and deepen the curriculum while still meeting local content standards. A middle school geography teacher in San Diego, working with immigrant students from Latin America, the Pacific Islands and Southeast Asia, was responsible for teaching mapping skills. Her partner teacher in Boston taught language arts to Cape Verdean students through oral and family histories. The collaborative exchange they designed was effective in meeting, and exceeding, the curriculum requirements of both teachers. Students interviewed parents and grandparents to learn about migration and to identify the birth places of several generations of family members. Instead of sending the partner class the names of the cities in which students, their parents, and grandparents were born, students sent the latitude and longitude of the birth places; instead of revealing the dates of birth of these family members, they noted a famous or important event that had taken place in their culture during the year of birth. This data was then sent to the partner class in the form of a geographical guessing game. Because the classes needed to type in only a small amount of text, they needed only minimal access to technology — only one computer per class. Even so, as students shared the history of each class's families, plotting the birthplaces on a world map and noting the dates and cultural events on a timeline, they were able to trace patterns of immigration on the east and west coasts of the United States.



Pacific Island students, participating in a human rights project, gather oral histories.

learning networks reveals that students are more motivated to develop both basic and higher level thinking skills when they pursue projects to which they are personally committed and where they sense they can make a difference in the world. Global networking projects can be designed so that students practice basic skills while carrying out research designed to generate new insights and knowledge in collaboration with their peers in other parts of the world. As part of the processes of exchange and collaboration in a global networking investigation, students have opportunities to collect and analyze data and find patterns, write and talk about the implications of the data, identify inequities and propose possible solutions to the problems they uncover.

A valuable tool in helping teachers use content areas for deeper levels of inquiry is the creative reading framework of Alma Flor Ada (1988). In this method, based on the work of Paolo Freire, teachers are encouraged to ask students how the content area relates to their personal experiences. Dr. Ada focuses on students' formulation of critical questions, the identification of social issues, and what positive changes might be made in the students' lives, schools, and communities. In this way students use subject matter areas to examine their own lives and the world as it affects them. Global networking projects are ideal settings in which to guide students in this kind of critical thinking. Exchanges encourage personal sharing and consideration of the realities of others. Students begin to incorporate alternative perspectives into their thinking and develop greater cognitive flexibility in solving problems. As Cummins and Sayers have noted, "The common element of all networking projects that focus on social and cultural inquiry is the emergence of a community of learning that thrives on incorporating alternative perspectives in its search for understanding. These alternative perspectives derive from both the partner classes and the use of a much wider range of sources for research inquiry than just the traditional textbook" (1995).

## Conclusion

Global learning networks are exciting for both teachers and students, but are only part of a transformative curriculum. They are, however, an ideal complement for other educational interventions that have proven effective with immigrant students and English learners. Projects with distant classes can serve as an effective and motivating context for language development when used in conjunction with process writing, for social integration when combined with cooperative learning techniques, and for critical inquiry when used within a framework for critical literacy. The vignettes also illustrate global networking as providing authentic contacts and contexts for biliteracy development in two-way immersion programs. Finally, this part of the future of education is a rich forum for teacher research. These collaborations are not just exchanges between students, they are also exchanges between teachers. Networks linking classes around the world are an exciting development and represent a tremendous opportunity for interested teachers and students everywhere to become involved and contribute to exploring new models for learning.

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## Recommended Resources

<http://www.orillas.org>

Many of the ideas presented in this article were developed collectively by the Orillas Co-founders (Enid Figueroa, Dennis Sayers, and Kristin Brown) and are described in further detail with additional classroom examples on the Orillas web site. We invite educators interested in intercultural learning to join us.

For more information, write to: orillas-support@igc.org

<http://www.clmer.csulb.edu>

Orillas collaborates with the Center for Language Minority Educational Research (CLMER) in developing global networking projects to promote collaborative and critical inquiry. The CLMER web site provides a detailed description of Project FRESA and other technology curriculum projects and a wealth of resources for educators interested in bridging the digital and educational divides.

**Kristin Brown** specializes in the use of global learning networks to promote biliteracy and collaborative and critical inquiry. She is a Senior Professional Development Specialist at the Center for Language Minority Educational Research at California State University Long Beach and former Title VII Fellow at the University of San Francisco where she earned her doctorate in International and Multicultural Education.

## Universe of Proverbs : A Global Learning Network Project

Students in Rosa Hernandez's computer-writing class at Abelardo Díaz Morales Elementary School in Puerto Rico, are proud of their computer lab with its eye-catching bulletin board walls. These walls, covered with photographs of students and their teachers, flags of Mexico and California, illustrated maps, richly colored student artwork, a collection of Yaqui legends from the Southwest United States, and issues of the student-pro-



Students in a two-way immersion program working in the computer lab. These students have gathered proverbs from their families, and are typing them in to share with other classes in other parts of the world. Their teacher used proverbs to teach the difference between literal and figurative expressions—one of California's content standards for their grade level.

duced newspaper, *Cemi*, trace the history of the school's participation in Project Orillas.

In the Orillas International Proverbs Project, telecommunications made it possible for Spanish-, Portuguese-, and English-speaking communities from diverse regions to collaborate rapidly in a wide-ranging investigation of proverbs. Ms. Hernandez's class, like others in the Orillas network, gathered proverbs from family, friends, and neighbors. Little by little the list grew. "Nearly a hundred animal proverbs, alone!" the class exclaimed.

Sorting the proverbs wasn't easy. The students debated the meanings of proverbs, identified different versions and regional variations and compared notes about the contexts in which their parents and grandparents used the proverbs. As they gathered and analyzed, they stayed in touch with other classes on the network.

In Watsonville, California, the proverbs project helped increase parent involvement in the bilingual program. A migrant farmer and his kindergarten child wrote the following critique:

*A bird in the hand is worth two in the bush....*

"We don't agree with this proverb because people shouldn't be satisfied with what we have but instead should struggle and make an effort to make each day better."

In a bilingual fifth-grade class in Connecticut, students wrote fables based on their own experience to illustrate the proverbs:

*The same dog but with a different collar....*

"Once there was a teacher named Ms. Caraballo who taught her students multiplication. 'Okay, students,' said Ms. Caraballo, 'how much is  $2 \times 3$ ?' A student raised her hand and said, 'six.' Everyone understood except Pedro. 'Teacher,' said Pedro, 'I don't know how to do that.' 'Well, Pedro, said Ms. Caballero in a friendly way, 'it's like saying  $3+3$  but in a different form. Just as  $3+3+3$  and  $3 \times 3$  and 9 are all different ways of saying the same thing.' 'Now I



Teacher Arturo Solis working with a student on fables (the same dog but with a different collar, as one example).



understand,' said Pedro, 'it's just like the proverb my grandfather taught me: The same dog but with a different collar.'

In other classes the project evolved into sophisticated editorial writing. Proverbs are controversial by nature because they are linked to inequities within the social fabric. Students drew on their own experiences to critique proverbs they felt were unfair.

*A woman's place is in the home....*

"I, Martha Prudente, do not agree. This kind of thinking is old-fashioned. This is how my parents thought, but not me because I am a rebel. Yes, I will have a home, but if I want to work I will work. I hope to be a nurse before I get married and afterwards continue working in my career."

Cervantes referred to proverbs as "short sentences drawn from long experience." The International Orillas Proverb Project grew from a long-standing interest Orillas' teachers had in exploring folklore in networked classrooms. These teachers felt that proverbs are an excellent vehicle for students to share cultural and linguistic knowledge because:

- Proverbs are universal.
- The families of students are involved, encouraging oral histories. Immigrant children can build links to their (in some cases, disappearing) culture, and take pride in their rich proverbial heritage.
- Analyzing proverbs encourages discussion, critical thinking and an appreciation of culture.
- Students studying a second language gain form the cultural knowledge embodied in proverbs.
- Young students can participate since the actual amount of text is small and easily typed.
- Proverbs can encourage much longer writing, such as opinion statements or modern fables. Categorizing proverbs by themes facilitate cross-cultural comparisons.
- Collecting proverbs is a provocative yet discrete task resulting in a rich concrete product.

Folklore collections of all kinds can be instrumental in building bridges between schools and families and within the wider community of a particular language. Telecommunications make it possible for students from diverse regions to collaborate readily in a wide-ranging investigation of proverbs. In this way cross-cultural awareness and language skills can be developed in students who otherwise would never have access to people from distant lands and other world views.

Citation for original article:

Brown, K. (1993). "Balancing the Tools of Technology in Building Partnerships and Communities." In Tinajero, J. and A. Ada, (eds.), *The Power of Two Languages*. New York: Macmillan/McGraw-Hill.

## Human Universals

Proverbs (see previous article) usually deal with cultural "truths" about how people live their lives. This list—by no means the only list ever created—is useful for adults to expand and practice *cultural relativity*. Looking at unfamiliar behaviors as "normal" is a learned skill, one that emerges in situations in which peoples from different cultures intermix, and where judgement is replaced by curiosity.

As an example, the list contains, "Families built around a mother and children, usually the biological mother, and one or more men." How does the American concept of "ideal family" compare to this? How many ways do we send messages that families made up of, for example, mother, grandmother, and children (but no father) is somehow deficient? How do children who live in non-American-traditional families feel when they learn that their families are not as good as other kids? Yet, if this list is to be believed, many of the world's people live good lives in just such families.

The challenge of expanding the definition of "normal" to include differences in the form of human universals may be easier when one remembers that if a pattern of behavior continues over time, then there's a social or cultural benefit underlying it; it "makes sense" to someone.

(-Editor)

Steven Pinker summarized Donald E. Brown's list of patterns that underlie the behavior of all human cultures (Brown, 1991) in *The Language Instinct* (1994). Pinker argues for a universal grammar that underlies all human languages and this list represents a parallel search for a "universal grammar of human behavior." This information is taken from *The Owner's Manual for the Brain: Everyday Applications from Mind-Brain Research*, 2nd edition (Howard, 2000), Appendix D. The total list is 95 items; this list picks, chooses, collapses.

- Value placed on being articulate.
- Gossip, lying and misleading others
- Verbal humor and humorous insults
- Poetic speech forms, poetry with pauses
- Narrative and storytelling
- Metaphor
- Words for days, months, seasons, years, past, present, future, body parts, inner states, behavioral propensities, flora, fauna, weather, tools, space, motions, speed, location, spatial dimensions, physical properties, giving, lending, eliciting emotional reactions, numbers, proper names, possession
- Distinctions between mother and father
- Kinship categories
- Binary distinctions (opposites: black/white, natural/cultural, good/bad)
- Measures
- Logical relationships (not, and, same, equivalent, opposite, part v. whole, general v. particular)
- Conjectural reasoning (inference from clues or traces)
- Nonlinguistic vocal communication
- Interpretation of intention from behavior
- Recognized facial expressions of happiness, sadness, anger, fear, surprise, disgust, contempt
- Use of smile as a friendly greeting.
- Flirtation with the eyes.
- Crying
- Masking, mimicking facial expressions
- Display of affection
- Sense of self/other, responsibility, voluntary/involuntary, intention, private inner life, normal/abnormal mental states
- Empathy
- Sexual attraction and jealousy
- Sexual attractiveness (based on signs of health, and for women, youth)
- Childhood fears (noises, strangers)
- Fear of snakes
- Adornment of bodies, arrangement of hair
- Hygiene
- Dance, music
- Play, including play fighting
- Manufacture of, dependence on tools
- Drugs, both medicinal and recreational
- Shelter
- Decoration of artifacts
- Standard time and method for weaning
- Habitation in groups that claim territory and have a sense of being a group of distinct people
- Families built around a mother and children, usually the biological mother, and one or more men
- Institutionalized marriage (publicly recognized right of sexual access to a woman eligible for child-bearing)
- Socialization of children by senior kin
- Children imitating elders
- Distinction between close and distant kin, favoring of close kin
- Avoidance of incest
- Great interest in topic of sex
- Status and prestige, both assigned and achieved.
- Some degree of economic inequality
- Division of labor by gender and age

- More child care by women
- More aggression and violence by men
- Acknowledgement of differences between male and female natures
- Domination by men in the public political sphere
- Exchange of labor, goods, services
- Gifts
- Social reasoning
- Coalitions
- Binding collective decisions about public affairs (government)
- Leaders, almost always non-dictatorial
- Laws, rights, obligations, including laws against violence, rape, and murder
- Punishment
- Conflict, which is deplored
- Seeking redress for wrongs
- In-group v. out-group conflicts
- Property and inheritance of property
- Sense of right and wrong
- Envy
- Etiquette
- Hospitality
- Feasting
- Diurnal pattern (active during day)
- Fondness for sweets
- Food taboos
- Discreteness in elimination and sex
- Supernatural beliefs
- Magic (sustain or increase life, attract mates)
- Theories of fortune/misfortune
- Explanations of disease and death
- Rituals (including rites of passage)
- Interpretation of dreams

In each of these areas, groups of people have specific “rules of normal” that provide for the differences between cultures.

### Interesting Language Tidbits

Hart & Risley (University of Kansas, reported in *NY Times*, 4/17/97, p. 21D) studied 42 children of welfare, working-class, and professional parents. They found that during the first two and a half years of life:

- Children of professional parents hear 2,100 words/hour.... of working-class parents—1,200 words/hour.... of welfare parents—600 words/hour.
- Professional parents talk directly to their children three times as much as other two categories of parent.
- Children of professional parents get positive feedback 30 times/hour.... working class 15 times/hour.... welfare 6 times/hour.
- In the womb, the fetus learns prosody (melody and rhythm) of the language.
- Infant can discriminate phonemes.
- At 12 months, children use single words (half for objects, remainder for verbs and social routines).
- At 18 months, children use two-word phrases; they learn a new word every two hours, resulting in a receptive vocabulary at high school graduation of at least 60,000 words.
- 3-year olds’ speech conforms to most grammatical rules of the language/dialect. Grammar of the home language/dialect is acquired through exposure rather than correction. Learning the rules of Standard American English requires 2nd language strategies for speakers of other languages.
- Second-language learners who begin to learn a language before age 7 are usually native-like speakers as adults.
- Bilingual adults who learn two languages as infants have one “Broca’s area” in the brain for both languages. Those who learn two languages after age 7 have two (roughly equally-sized) Broca’s areas (*Nature*, July 1997).



### Teacher Preparation for EL Students

The California Council on the Education of Teachers, the California Association of Colleges Teacher Education, the State of California Association of Teacher Education, and the Independent California Colleges and Universities Council on the Education of Teachers have developed a paper entitled "California Standards for the Teaching Profession" as they apply to English learners. Also available is the paper entitled "Success for English Language Learners: Teacher Preparation and Practices."

This paper is available from the National Clearinghouse on Bilingual Education: <http://www.ncbe/library/profdev.htm>.

### Vietnam Summer Program

The University of Massachusetts is offering a three-week summer program in Vietnam during the period of July 15-August 9, 2001. Applications are due May 18, 2001.

For more information contact Nguyen Ba Chung at 617.287.5850 or [nguyen@umb.edu](mailto:nguyen@umb.edu).

### Report on English Learners

The U.S. General Accounting Office has published a report entitled "Public Education: Meeting the Needs of Students with Limited English Proficiency."

The report can be accessed online at [www.gao.gov/news.items/d01226](http://www.gao.gov/news.items/d01226).

### Southeast Asian Studies Summer Institute

The Hmong, Lao, Khmer Heritage Language Project at the Southeast Asian Summer Institute of the University of Madison (Wisconsin) provides intensive language and cultural classes.

For more information contact Mary Jo Studenberg at 608.263.1755 or [mjstuden@facstaff.wise.edu](mailto:mjstuden@facstaff.wise.edu).

### FREE

The independent Web site funded by Federal Resources for Education (FREE) offers language instructional materials as well as cultural, political, and social information about countries in Southeast Asia including Thailand, Indonesia, Burma (Myanmar),

Vietnam, and the Philippines.

[www.seasite.niu.edu/](http://www.seasite.niu.edu/)

### 2-Way CABE 2001

The National 2-Way Bilingual Immersion Program Summer Conference will be held at the Doubletree Hotel in Monterey, California. This conference is sponsored by CABE with is also offering additional 2-way program training in Mexico.

For details regarding these events contact Marcia Vargas at [mkvargas@aol.com](mailto:mkvargas@aol.com). For registration details call Karina Guidino at 213.532-3850.

### Centro Bartahona Center

The Center for the Study of Books in Spanish for Children and Adolescents at CSU-San Marcos is sponsoring summer workshops for teachers and other educators.

For a schedule of workshops and additional information go to: [www.csusm.edu/csb/](http://www.csusm.edu/csb/).

### Achieving Schools

The Achieving Schools Conference is scheduled for May 14-16 at the Westin Hotel at the Los Angeles Airport. This year's theme is "Excellence and Reaching for Success."

For information on registration and to obtain a conference brochure, contact Jennifer Rarick at 916.324.1535.

### Research and Teaching Aid Materials

"The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers" and other materials have been developed by the New York State Education Department.

The guide is available gratis online at NCBE ([www.ncbe.gwu.edu/miscpubs](http://www.ncbe.gwu.edu/miscpubs)) or hard copies may be purchased from the New York State Education Department at 518.474.3806.

### Tapes for Parents (Spanish/English)

Townsend-Weiss Productions has developed a set of home/school bilingual videos that deal with various community, social, and academic topics.

For more information write to 346 West Zia Road, Santa Fe, New Mexico.

### Directory of Innovative Language Programs

One of the recent postings at the NCBE Website is a handbook on teaching foreign languages published by the Council on Teaching Foreign Languages with funding from the Foreign Language Assistance Program (FLAP). The directory highlights eleven exemplary programs.

New posting may be found at  
[www.ncbe.gwu.edu.edu/news/whatsnew.htm](http://www.ncbe.gwu.edu.edu/news/whatsnew.htm).

### Refugee Crime Prevention 2001

The Refugee Program Branch of the California Department of Social Services hosted the 2001 Partnerships in Refugee Crime Prevention Conference at the Horton Place Hotel, San Diego, CA, May 2-4, 2001.

For information call 800.858.7743,  
[www.rce.csus.edu](http://www.rce.csus.edu).

### Schools In! Symposium 2001

The annual Schools In! Symposium is scheduled for the period of August 14-16, 2001. The theme this year is "2001 The Accountability Odyssey." The symposium is sponsored by the California Department of Education (CDE).

For information call the CDE's Conference Planning Office at 916.323.8353. Check the CDE Web site for updates: [www.cde.ca.gov](http://www.cde.ca.gov).

### New Publication from CREDE

The Center for Research on Education, Diversity and Excellence (CREDE) has published a new research report entitled "Socio-cultural Factors in Social Relationships: Examining Latino Teachers' and Paraeducators' Interactions with Latino Students." The report was developed by Lilia D. Monzó and Robert S. Rueda from the University of Southern California.

For more information contact CREDE at  
[www.crede.ucsc.edu](http://www.crede.ucsc.edu).

### Numbers and Needs

"Numbers and Needs" is the name of a demographic newsletter that focuses on ethnic and linguistic minorities in the United

States. The most recent issue (Winter 2000, V10, N6) includes information on census undercount estimates and related issues. The editor is Dorothy Waggoner.

For more information write to: Box G1H/B, 3900  
Watson Place NW, Washington, D.C. or call (202)  
337-5955.

### Recent Research on Literacy Acquisition

A consortium on universities and research centers has published a student on the acquisition of literacy among language minority students and analyses differences among those schooled in monolingual and bilingual contexts. The U.S. Department of Education sponsored the study.

To obtain more information contact Diane August or  
Grace Burkhart at [Daugust@msn.com](mailto:Daugust@msn.com) or  
[grace@cal.org](mailto:grace@cal.org).

### Minority Success Through Collegial Networking

Do collegial networks support student achievement? This is the primary question asked in a recent case study conducted in California. The study looks at organizational structures and professional networking as factors that contribute to or inhibit student performance.

For a copy of the report (#3008) produced by Gladys I Cruz through CELA, the research and development center located at Albany State University of New York, go to <http://cela.albany.edu/cruz/index.html>

### Books for a Global Society

The International Reading Association's (IRA) annual list of notable books for a global society is contained in the February 2001 issue (V.54 N.5, pp. 464-470).

Go to [www.reading.org](http://www.reading.org).

### Effective Strategies for Education of Bilinguals

Portraits of classrooms in six programs are provided in this report on various effective programs such as Coral Gables, Whittier, Cambridge, Pio Pico, Albuquerque, and San Antonio. "Bilingual Students: Vision from





Our Global Classroom is a joint product of NEA's Human and Civil Rights unit and Multicultural Education and Training Advocacy, Inc.

For more information go to [www.nea.org](http://www.nea.org).

### Immigration Resources

A comprehensive high school American History unit has been produced by the Federal Resources for Educational Excellence entitled "Immigration/Migration: Today & During the Great Depression."

It is available at no cost at <http://memory.loc.gov/almmem/ndlpedu/lessons/98/migrate/intro.html>.

### Southeast Asian Educational Resources

This Web site offers free language instructional and related information related to Thai, Indonesian, Burmese, Vietnamese, and Filipino students.

Go to [www.seasite.niu.edu/](http://www.seasite.niu.edu/)

### Parent Guide on ESL Standards

The Center for Applied Linguistics (CAL) and the TESOL organization have collaborated on the development of a parent guide to ESL standards.

Go to [www.cal.org/eslstandards/parentguide.htm](http://www.cal.org/eslstandards/parentguide.htm) or [www.tesol.org/assoc/k12standards/resources/parentguide-1.html](http://www.tesol.org/assoc/k12standards/resources/parentguide-1.html).

### Materials Resource Catalogues

The following agencies and organizations provide paper and online catalogues of materials associated with instruction and teacher training for bilingual, ESL, and immigrant programs:

- UNICOM: translation hardware systems. [www.unicomsys.com](http://www.unicomsys.com).
- AKJ Educational Services Inc.: secondary paperback books, grades 6-12. 888.770.2338
- Academic Communication Associates: bilingual, ESL, remedial reading, language development. 888.758.9558

### Books about Refugees

*Abyssinian Chronicles*, by Moses Isegawa (Knopf, 2000). Novel set in Uganda under Idi Amin.

*Blessed by Thunder: Memoir of a Cuban Girlhood*, by Flor Fernandez Barrios (Seal Press, June 1999)

*Do They Hear You When You Cry*, by Fauziya Kassindja and Layli Miller Bashir (Delacorte, 1998). First person account that illustrates the circumstances of women who seek asylum in the US and the cultural constraints that make it difficult for women like the Togo character in the story to talk to INS strangers about female genital mutilation.

*The Suitcase: Refugee Voices from Bosnia and Croatia*, by Julie Mertus, Jasmina Tesanovic, Habiba Metikos, Cornel West, Rada Boric, editors, (University of California Press, 1997).

*To See and See Again: A Life in Iran and America*, by Tara Bahrapour (Farrar Strauss & Giroux, January 1999).

*The Lost Boys of Natinga : A School for Southern Sudan's Young Refugees* (Judy Walgren (Houghton Mifflin Juvenile, 1998).

### EFL Net

Website has lists and online exercises for phrasal verbs, grammar (exercises are by EL level), and vocabulary.

[www.eflnet.com/index.htm](http://www.eflnet.com/index.htm)

### ESL Magazine

Available by subscription or online at [www.eslmag.com](http://www.eslmag.com). The March/April 2000 issue includes the following:

- "Incubation: A Neglected Aspect of the Writing Process" (Stephen Krashen).
- "Effective Reading Instruction for ESL Students" (David and Yvonne Freeman).
- "Conflict Resolution: What Teachers and Students Should Know" (Anita Wenden).

“English Language Education in Japan” (Hideko Ogoe).

The website includes many useful links.

### Immigrant Publications

- *The 2000 Election: Immigrant Voters and the Future of the Immigration Debate* (January 2001). How did immigrant voters influence the 2000 election? Cost: \$20 plus shipping and handling.
- *Immigration Policy Handbook 2000*. (June 2000). Easy-to-read collection of fact sheets and issue briefs on immigration provides an overview of the most important immigration issues facing policymakers today. Cost: \$40.00 + shipping.
- *From Newcomers to New Americans: The Successful Integration of Immigrants into American Society*, by Gregory Rodriguez (July 1999). Do immigrants resist integration into American society? Examination of data from the 1990 U.S. Census for several key indices of assimilation. These are citizenship rates, home ownership rates, English language acquisition, and intermarriage. Cost: \$10.00 + shipping.
- *A Fiscal Portrait of the Newest Americans*, by Stephen Moore, Cato Institute (July 1998). Study of the fiscal impact of the 25 million immigrants living in the United States. It incorporates the findings of more than two dozen national studies. Cost: \$10.00 + shipping.
- *Houston: Diversity Works* (1997). A 24-page magazine highlighting the cooperation and community between new immigrants and established residents. Cost: \$5.00 + shipping
- *Together In Our Differences: How Newcomers and Established Residents are Rebuilding America's Communities* (1995). Book highlights innovative efforts which have been successful in bringing newcomers and established residents together. The book also draws conclusions and makes recommendations about what

fundors, policymakers, and community leaders can do to support them. Cost: \$12.95 + shipping

National Immigration Forum, 2201 I Street NE, Ste 220, Washington DC 20002, 202.544-0004.  
[www.immigrationforum.org/PubsRes/publications.htm](http://www.immigrationforum.org/PubsRes/publications.htm)

### Lue Vang Honored

Dr. Lue Vang, Sacramento resident since 1982, has devoted significant personal energy and commitment to education of Hmong and successful acculturation of their parents in Sacramento. Former employee of Folsom Cordova Unified School District, current employee of Sacramento City Unified School District, and founding member of the Refugee Educators' Network and Southeast Asia Community Resource Center, Lue has earned the respect of many, and we all salute his recognition by KVIE and Union Bank of California, as part of Asian Pacific Islander Heritage Month. It's well deserved. Way to go, Dr. Lue!

### What are....?

WestEd has several webpages that provide definitions of students, programs, and approaches.

- LEP/EL, FEP, EO students? See [www.wested.org/policy/pubs/fostering/definitions.htm](http://www.wested.org/policy/pubs/fostering/definitions.htm)
- Bilingual/immersion program models? This page identifies goals, target and classroom populations, and languages used to teach literacy and subject matter. See [www.wested.org/policy/pubs/fostering/inventory.htm](http://www.wested.org/policy/pubs/fostering/inventory.htm)
- Instructional program models? This page provides definitions and characteristics, suggests when appropriate to use, and identifies elements of successful implementation. Chart format. See [www.wested.org/policy/pubs/fostering/models.htm](http://www.wested.org/policy/pubs/fostering/models.htm)
- Advantages and concerns associated with the various program models? Chart format. See [www.wested.org/policy/pubs/fostering/adv\\_conc.htm](http://www.wested.org/policy/pubs/fostering/adv_conc.htm)





- Research findings? English language acquisition and academic success: what do we know? Summary of research and links to sites and full text of major studies. See [www.wested.org/policy/pubs/fostering/know.htm](http://www.wested.org/policy/pubs/fostering/know.htm)
- Teaching reading to English language learners. See [www.wested.org/policy/pubs/fostering/teaching.htm](http://www.wested.org/policy/pubs/fostering/teaching.htm)

### **Map for Teachers who Differentiate Instruction for English Learners in Structured Immersion Classes**

This document, produced by WestEd, maps regular English Language Arts Standards to English Language Development Standards by grade level. Purchase or download and print (pdf format). Go to [www.wested.org/cs/wew/view/rs/479](http://www.wested.org/cs/wew/view/rs/479)

### **NEARStar**

The Network for English Acquisition and Reading Star Schools Program (NEARStar) is developing beginning reading instruction for elementary English language learners via multimedia, interactive game-like activities delivered over the Web. Its unique pedagogy merges reading skill instruction with early English language development, specifically linking what students can understand to what they can read. The program will include instructional support and assessment, linked with curriculum resources and professional development opportunities for teachers. This program is supported by the U.S. Department of Education under a Star Schools Grant, CFDA no. 84.203F. Three schools have been selected for the first phase of development and implementation (Hawaii, California, and Rhode Island), and seven more schools will be selected for inclusion during the 2001-02 school year. Go to [www.prel.org/programs/nearstar/nearstar.asp](http://www.prel.org/programs/nearstar/nearstar.asp)

### **Non-citizens and Deportation**

Your immigrant and refugee families need to know about how the 1996 immigration law changes may result in the deportation

of relatives who are convicted of certain crimes, or even if they plead guilty to a lesser charge that can be classified as an "aggravated felony." Some of these convictions or admissions of guilt can result in permanent exclusion from the US, or a bar from becoming a citizen in the future.

The news media is slowly shining light on some of the bizarre twists that have resulted from this law—for example, the *Sacramento Bee* (by Blair Anthony Robertson, May 2, 2001) covered the case of a man of Canadian birth who has remade himself after a bout with drugs—including jail time—who has little chance of beating a deportation order. He was eight when he came to the US with his parents, and never got around to becoming a citizen; his parents, siblings, wife and children are in the US; he has become an employer of 14 others since his turnaround. Yet he will be deported, and barred from re-entering the US for the rest of his life. In a country whose culture is so embedded with the value of re-making oneself, this law runs counter to some very basic assumptions.

Parent and high school education programs need to emphasize the risk to the family if one of their members pleads guilty, pleads *nolo contendere*, or is found guilty of aggravated felonies (generally ones with a sentence of more than a year) related to drugs, firearms, theft/burglary, terrorist threats, domestic violence, stalking, child abuse, neglect, abandonment, or crimes of moral turpitude. Resettlement agencies who have processed refugees since 1996 probably have information that is included in their orientation sessions; earlier arrivals need this info, too. Links of interest:

Citizens & Immigrant for Equal Justice:  
[www.ciej.org/](http://www.ciej.org/)

Criminal Defense Immigration Project (NY):  
[www.nysda.org/NYSDA\\_Resources/nysda\\_resources.html#ImmigrationProject](http://www.nysda.org/NYSDA_Resources/nysda_resources.html#ImmigrationProject)

US Committee for Refugees: Fact Sheet on Deportation Laws:  
[www.refugees.org/news/fact\\_sheets/faq\\_detention.htm](http://www.refugees.org/news/fact_sheets/faq_detention.htm)

This section of the newsletter contains news and information provided by the Emergency Immigrant Education Program (EIEP), Language Policy and Leadership Office of the California Department of Education (CDE).

### Fiscal Year Change

Please remember that this Fiscal Year (FY) 2000-2001 is following the state fiscal year calendar. That means that Emergency Immigrant Education Program funds must be encumbered or expended by June 30, 2001.

There is no carry over provision in the EIEP so any funds not expended must be returned to the CDE.

Items bought through purchase orders, such as books, materials, supplies, and equipment may be encumbered by June 30, 2001 as long as the actual payment occurs within 60 days. Items such as salaries, benefits, and contracts can not be encumbered beyond the June 30, 2001 deadline.

In previous years, EIEP followed the federal fiscal year of July 1 to September 30. This year and in subsequent years, the EIEP will follow the state calendar of July 1–June 30.

### Funding Announcement, 2001-2001

The CDE has forwarded the Local Educational Agency (LEA) applications for the EIEP to the U.S. Department of Education (USDE). Usually, the USDE advises the CDE of the EIEP funding levels before July 1 of each year. As soon as this information is available, LEAs will receive a funding advice letter from the CDE which contains the per pupil and total grant information.

At that time, LEAs will also receive in-

structions regarding the submission of their proposed budget, activities, and accountability assurance for the 2001-2002 school year. These documents may be submitted as early as July 1, 2001 but no later than October 1, 2001. The sooner that the planning documents are submitted, the sooner the LEA will receive its grant award (spending authority) for the 2001-2002 school year.

### Data Collection and Management

LEAs, which participate in the EIEP, need to collect specific data elements and manage these elements in order to meet their legal and accountability obligations.

For audit purposes, LEAs need documentation to show that only *eligible* immigrant pupils are served by the program. An eligible immigrant pupil is one who (1) is foreign-born, and (2) has been enrolled in a U.S. school for three years or less. Consequently, for each immigrant pupil, the LEA should have on record:

- Place of birth (national origin)
- Date of Arrival (first enrollment in U.S. school)

In addition, for accountability purposes, LEAs are required to submit an annual student performance report indicating the number of immigrant pupils who are meeting grade level standards in language arts and mathematics and proficiency standards in English Language Development (ELD). The CDE asks that the data on immigrant students in this report be disaggregated by year of initial enrollment in a U.S. school. To accomplish this, LEAs are asked to report the number of immigrant pupils meeting standards according to annual cohorts—in this



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[www.cde.ca.gov/cilbranch/bien/eiep](http://www.cde.ca.gov/cilbranch/bien/eiep)



case, the cohort represents a group of the immigrant students who enrolled in a U.S. school for the first time during a specific year. For example, those pupils who initially enroll in a U.S. school between July 1, 2000 and June 30, 2001 would be grouped into the 2000-year cohort since they enrolled during the 2000 school year.

By disaggregating the data according to annual cohorts, allows the LEAs to answer the question: *How are immigrant students who began school in the United States for the first time in year X performing during this current year in terms of achieving state standards in language arts and math? How are these students doing in the acquisition of English language proficiency?*

To develop an accurate accountability report, districts will not only need to systematically collect (1) place and birth and (2) date of first enrollment in the U.S. for each immigrant pupil, but also must be able to link these student background variables with the outcomes of the district assessments used as multiple measures such as SAT 9, SABE, criterion-referenced tests, grades, and other measures.

The Final Student Performance Report for the 2000-2001 school year is due on November 1, 2001. LEAs should begin work immediately to either establish or refine their database to the level of capability needed to

produce the required report.

For technical assistance, please review the instructions and guidance provided in various EIEP documents located at the EIEP Website: [www.cde.ca.gov/cilbranch/bien/eiep/](http://www.cde.ca.gov/cilbranch/bien/eiep/). Once at the site, go to the "Library" section and look for documents such as (1) Administrative Handbook, (2) Planning or Final Report Packets, and (3) Guide for Developing a Standards-Based Accountability System for Language Minority and Immigrant Students.

### Contacting the EIEP at the CDE

To obtain program assistance, contact David Dolson or Jorge Gaj, Educational Programs consultants at [ddolson@cde.ca.gov](mailto:ddolson@cde.ca.gov) or [jgaj@cde.ca.gov](mailto:jgaj@cde.ca.gov).

For information on budgets, contact Esperanza Muñoz, Staff Services Analyst at [emunoz@cde.ca.gov](mailto:emunoz@cde.ca.gov).

For information on demographics and data management, contact Alice Ng, Staff Services Analyst at [ang@cde.ca.gov](mailto:ang@cde.ca.gov).

To request a copy of a document or form, contact Helena Bustillos at [hbustill@cde.ca.gov](mailto:hbustill@cde.ca.gov).

The general telephone number for the Language Policy and Leadership Office is 916.765.2566 and our FAX is 916.657.2928.

### Echoes From The Wall: History, Learning and Leadership Through the Lens of the Vietnam War Era

*Echoes From The Wall*, an interactive educational tool, goes beyond the history of the Vietnam War era, enabling every high school student to gain a heightened sense of responsibility, leadership and global understanding.

Among the source files available at the website are:

**Documents:** reports, summaries, illustrations, transcripts or government publishings. These come from a variety of sources ranging from government sponsored studies, The Congressional Record, military reports, official translations of Vietnamese documents, and a variety of government and military agencies.

**Photographs** from military photographers, government photographers, news organizations and military members themselves.

**Newspapers**—daily, weekly or monthly newspapers and magazines. Only the applicable articles from the newspapers and magazines are available.

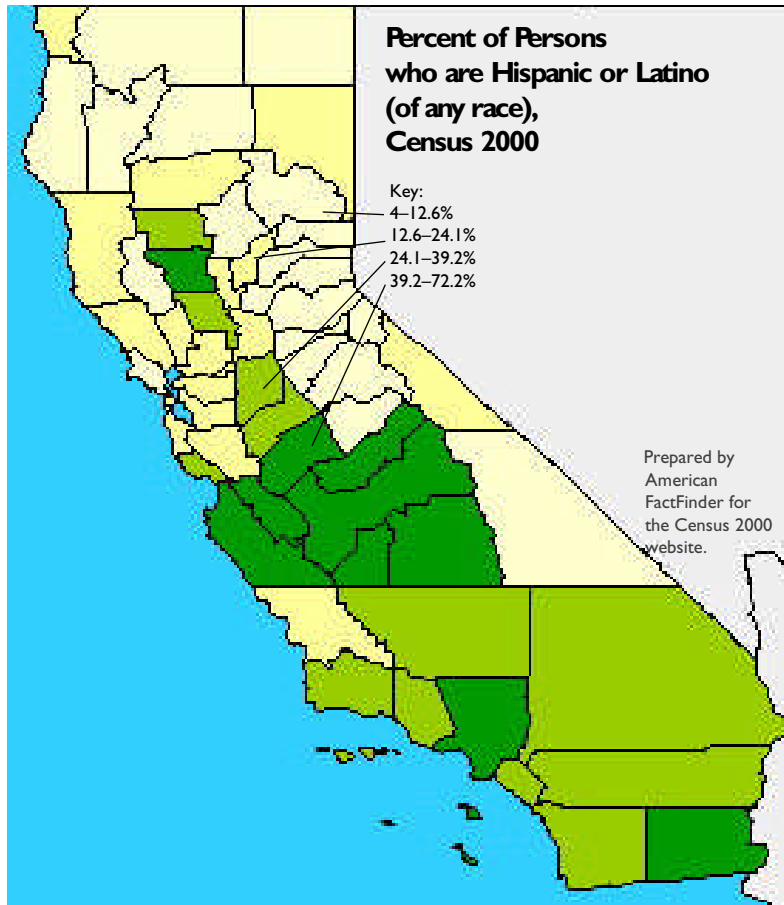
**Audio:** recordings of broadcasts from the Vietnam era—radio broadcasts or the audio portion of televised broadcasts. These recordings come from the major networks, Voice of America, and even the CIA.

**Video** sources are either film clips or televised broadcasts made during the Vietnam War era.

800 middle school principals in California will be receiving this guide to teaching about the Vietnam War. A related website

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

provides 4,000 source files, lesson plans, interactive learning opportunities, and more.



This map is one of hundreds of Census reports available online. Data reports will be made available each month over the next two years. Results are available in table format or in specialized maps (as shown). The level of inquiry can be as local as census tract (neighborhood). The maps can be opened with a graphics program and saved in pdf or other formats for use in PowerPoint, word processors, or other applications.

### Excerpts from a Census Brief (April 2001)

- There were 281 million people in the United States in 2000, a 13% increase from 1990. This growth rate is similar to the 1960s, but higher than the 1970s (11%) or the 1980s (10%).
- The West grew the fastest (20%), followed by the South (17%).
- The South's share of the population increased from 31% to 36%; the West's share increased from 13% to 22%.
- Nevada's population grew 66% (the highest rate) and North Dakota's population grew 0.5% (the slowest rate). The next fastest growing states were Arizona (40%), Colorado (31%), Utah (30%), and Idaho (29%).
- California added 4 million people (the largest increase in numbers of people).
- The 10 most populous states contained 54% of the US population.
- California has the most people of any state (34 million).
- There are 3,141 counties and equivalent areas in the US. Among the metropolitan areas, Denver grew the fastest: 191%. Next fastest was Forsyth County, Georgia, north of Atlanta (+123%), Henry County (+103%), Park County, Colorado, near Denver (+102%).
- 80% of people live in metropolitan areas. 30% of Americans live in metropolitan areas of more than 5 million people. The fastest growing metropolitan areas were those between 2 and 5 million.
- New York is the largest metropolitan area (22 million); Los Angeles is next (16 million), followed by Washington DC (8 million) and San Francisco (7 million).
- Las Vegas was the fastest growing area (+83%).

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Subscriptions to *Context* provide the annual operating funds for the Southeast Asia Community Resource Center. We welcome contributions to keep this regional information resource center open and circulating its 6,000 items.

2000-01 Supporters:

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<http://www.seacrc.org>

**Refugee Educators' Network.** This group of educators meets at the above address five times per year to share information and oversee the operation of the nonprofit corporation. Meetings are 9:00-11:00, on the 2nd Thursdays of the month. Notes are posted on the website.

Sept 14, 2000

Nov 16, 2000

Jan 11, 2001

Mar 8, 2001

May 10, 2001

**Context :**

Refugee Educators' Network, Inc.  
c/o Folsom Cordova Unified School District  
Transitional English Programs Office  
2460 Cordova Lane  
Rancho Cordova CA 95670

*Hmong Literacy Development Materials, 1999* (call or email for price list). <http://mills.fcusd.k12.ca.us/ctrsite/hmlitdev/HLDorder.pdf>

#9616 *Tawm Lostsuas Mus (Out of Laos: A Story of War and Exodus, Told in Photographs)*. Roger Warner. English/Hmong. \$18.56 per copy, \$89.10 per 6-pack, \$445.48 per carton of 40.

#9613 *Introduction to Vietnamese Culture* (Te, 1996. \$5.00. Carton price \$4.00).

#9512 *Handbook for Teaching Armenian Speaking Students*, Avakian, Ghazarian, 1995, 90 pages. \$7.00. No carton discount.

#9410 *Amerasians from Vietnam: A California Study*, Chung & Le, 1994. \$7.00. No carton discount. OUT OF PRINT. Available online.

#9409 *Proceedings on the Conference on Champa*, 1994. \$7.00. Available online.

#9207 *Minority Cultures of Laos: Kammu, Lua', Lahu, Hmong, and Mien*. Lewis; Kam Raw, Vang, Elliott, Matisoff, Yang, Crystal, Saepharn. 1992. 402 pages \$15.00 (carton discount \$12.00, 16 per carton)

#S8801 *Handbook for Teaching Hmong-Speaking Students* Bliatout, Downing, Lewis, Yang, 1988. \$4.50 (carton discount for lots of 58: \$3.50) Available online.

#S8802 *Handbook for Teaching Khmer-Speaking Students* Ouk, Huffman, Lewis, 1988. \$5.50 (carton discount for lots of 40: \$4.50). Available online.

#S8903 *Handbook for Teaching Lao-Speaking Students* Luangpraseut, Lewis 1989. \$5.50. Available online.

#S8904 *Introduction to the Indochinese and their Cultures* Chhim, Luangpraseut, Te, 1989, 1994. \$9.00. Carton discount: \$7.00.

#S8805 *English-Hmong Bilingual Dictionary of School Terminology* Cov Lus Mis Kuj Txhais ua Lus Hmoob. Huynh D Te, translated by Lue Vang, 1988. \$2.00 (no carton price)

*Make checks and purchase orders payable to **Refugee Educators' Network, Inc** Add California tax from your city, if applicable. For orders under \$30.00 add \$2.00 per copy shipping and handling. For orders over \$30.00, add 15% shipping/handling. Unsold copies are not returnable.*

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