

# Delve Deeper into "The Hobart Shakespeareans"

A film by Mel Stuart

This multi-media resource list, compiled by Mary Cella of the St Charles Public Library in partnership with the American Library Association, provides a range of perspectives on the issues raised by the upcoming P.O.V. documentary "The Hobart Shakespeareans" that premieres on September 6<sup>th</sup>, 2005 at 10 p.m. on PBS (check local listings at [www.pbs.org/pov/](http://www.pbs.org/pov/)).

*Teacher Rafe Esquith has a point of view — a very strong one — about educating children of immigrants. Teaching in Los Angeles at one of the nation's largest inner-city grade schools, Hobart Elementary, Esquith leads his class of fifth graders through an uncompromising curriculum of English, mathematics, geography and literature. He inspires them with cross-country trips to learn history first-hand. And at the end of the semester, every student performs in a full-length Shakespeare play: in this case "Hamlet", with advice from actors Ian McKellen and Michael York. Despite language barriers and poverty, these Hobart Shakespeareans move on to attend outstanding colleges, motivated by a teacher honored with a National Medal of Arts. A co-presentation with Thirteen/WNET New York.*

## ADULT NONFICTION

**Anyon, Jean & William. *Ghetto Schooling: A Political Economy of Urban Education Reform*. New York: Teachers College Press, 1997.** Anyon argues that the problems of urban education are not due to the schools, but rather to the poverty, racial isolation and lack of political power in America's inner cities.

**Boger, John Charles. (Ed.). *Race, Poverty, and American Cities*. Chapel Hill: University of North Carolina Press, 1996.** The papers are from the 1993 symposium on "Race, Poverty, and the American City: The Kerner Commission Report in Retrospect," sponsored by the UNC Department of City and Regional Planning and the Charles M. and Shirley F. Weiss Fund for Urban Livability. They discuss the effects of residential

mobility on education, employment, and racial integration and the impact of race on health, education, and welfare policies among other things.

**Boston, Thomas and Catherine Ross. *The Inner City: Urban Poverty and Economic Development in the Next Century*. New Brunswick, NJ: Transaction Publishers, 1997.** Five community service organizations, who focus on the inner city, explain their plans for urban revitalization.

**Brittain, Carmina. *Transnational Messages: Experiences of Chinese and Mexican Immigrants in American Schools*. New York: LFB Scholarly Publishing, 2002.** Explores the perceptions and experiences of Chinese and Mexican immigrant students in America's inner city public schools.

**Buenker, John D. (Ed.). *Multiculturalism in the United States: a Comparative Guide to Acculturation and Ethnicity*. New York: Greenwood Press, 1992.** This reference volume provides information on the acculturation process of ethnic groups in the United States, explaining both the unique and similar experiences of different groups.

**Byham, William C. *Zapp! In Education: How Empowerment Can Improve the Quality of Instruction, and Student and Teacher Satisfaction*. New York: Fawcett Columbine, 1992.** Advice for teachers on how to get themselves and their students excited about the learning process.

**Cahn, Victor L. *The Plays of Shakespeare: A Thematic Guide*. Westport, CT: Greenwood Press, 2001.** Consists of 35 essays, each of which identifies and discusses a reoccurring theme or topic in Shakespeare's plays.

**Canfield, Jack. *101 Ways to Develop Student Self-Esteem and Responsibility*. Boston, MA: Allyn & Bacon, 1993.** Advice for teachers on how to help students develop their self-esteem and deal

with the social and academic stresses of school.

**Cashin, Sheryll. *The Failures of Integration: How Race and Class Are Undermining the American Dream*. New York: Public Affairs, 2004.** Cashin asserts that our housing (and thus our schools) are still segregated by class and race. Because segregation is now prohibited by law, the situation appears to be a "normal" one. Cashin contends that it is a result of government and social policies and presents strategies for reversing this state of affairs.

**Coles, Robert. (Ed.). *Growing Up Poor: a Literary Anthology*. New York: New Press, Distributed by W.W. Norton & Co., 2001.** Includes works by famous ethnic writers such as, Langston Hughes, Zora Neale Hurston and Ralph Ellison.

**Comer, James P. *Rallying the Whole Village: the Comer Process for Reforming Education*. New York: Teachers College Press, 1996.** Explains in detail the School Development Program, a plan that received the 1996 Heinz award for improving the quality of American education. Topics discussed include children's psychosocial development, teacher preparation, appropriate alignment of classroom content to standardized tests, increased student engagement and learning time, government initiatives, and school/business partnerships.

**Davidson, Jay. *Teach Your Children Well: a First Grade Teacher's Advice for Parents*. Palo Alto: CA, Tojabrel Press, 2000.** Davidson, a first grade teacher with more than thirty years of experience, gives advice and instructions on how to help children become lifelong learners.

**Dyson, Anne Haas. *Social Worlds of Children Learning to Write in an Urban Primary School*. New York: Teachers College Press, 1993.** Dyson aims to provide elementary and early childhood professionals with a better understanding of the social work of childhood and how students use varied kinds of language art forms and traditions—oral and

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written—as they participate in school.

**Esquith, Rafe. *There Are No Shortcuts*. New York: Pantheon Books, 2003.** Esquith, the 1992 National Outstanding Teacher of the Year, recounts his 17-year teaching career at an L.A. public school and explains how his inner-city fifth and sixth grade students, none of whom speak English at home, manage to score in the top ten percent on standardized tests.

**Fallon, Robert Thomas. *A Theatergoer's Guide to Shakespeare's Characters*. Chicago, IL: Ivan R. Dee, 2004.** Many people are puzzled on their first encounter with Shakespeare, because of his language and allusions to the Elizabethan era. To solve this problem, Fallon examines the most frequently staged plays scene by scene, and those less frequently performed act by act, providing an in-depth resource for theatergoers.

**Freedman, Sarah Warshauer. *Inside City Schools: Investigating Literacy in Multicultural Classrooms*. New York: Teachers College Press, 1999.** Addresses the difficult issues of race and ethnicity and literacy in the classroom through the experiences of teachers from four multicultural settings—Boston, Chicago, New Orleans, and San Francisco.

**Fried, Robert L. *The Passionate Learner: How Teachers and Parents Can Help Children Reclaim the Joy of Discovery*. Boston, MA: Beacon Press, 2001.** Fried offers readers a deep understanding of the forces inhibiting learning, widening the achievement gap and diminishing teacher professionalism, through classroom narratives, curriculum ideas and practical suggestions.

**Garber, Marjorie. *Shakespeare After All*. New York: Pantheon Books, 2004.** Garber, professor of English and director of the Humanities Center at Harvard University, offers revealing readings of all thirty-eight of Shakespeare's plays, in chronological sequence, illuminating what matters most in Shakespeare: language, theme,

plot, and character.

**Garcia, Alma M. (Ed.). *Race and Ethnicity*. San Diego, CA: Greenhaven Press, 2001.** This collection of articles deals with the issues of race and ethnicity, including how gender and class perspectives are intertwined with race and ethnicity.

**Glasser, William. *The Quality School: Managing Students Without Coercion*. New York: HarperPerennial, 1992.** Identifies traditional coercive management in schools as the root of today's educational problems.

**Glickman, Carl. *Letters to the Next President: What We Can Do About the Real Crisis in Public Education*. New York: Teachers College Press, 2004.** This collection of more than 30 letters to our next president from students, parents and teachers addresses the dangerous shortcomings of current state and federal policies in public education.

**Henig, Jeffrey R. *The Color of School Reform: Race, Politics, and the Challenge of Urban Education*. Princeton, NJ: Princeton University Press, 1999.** A group of political scientists examines education reform in Atlanta, Baltimore, Detroit, and Washington, D.C., where local governmental authority has passed from white to black leaders, and how race has affected these reforms.

**Hill, Paul Thomas. *It Takes a City: Getting Serious About Urban School Reform*. Washington DC: Brookings Institution Press, 2000.** Defines the realities of reform in urban schools, outlines and analyzes three new strategies for reform and shows how public, non-profit, philanthropic, and for-profit resources can be combined to manage and sustain promising reform strategies.

**Hochschild, Jennifer L. *The American Dream and the Public Schools*. New York: Oxford University Press, 2003.** Examines the issues of public schools that have divided Americans for years, including desegregation, school

funding, testing, vouchers, bilingual education, and ability grouping.

**Husock, Howard. *America's Trillion-Dollar Housing Mistake: the Failure of American Housing Policy*. Chicago, IL: Ivan R. Dee, 2003.** Husock explains how, as with so many anti-poverty efforts, low-income housing programs have harmed those they were meant to help while causing grave collateral damage to cities and their citizens.

**Jargowsky, Paul A. *Poverty and Place: Ghettos, Barrios, and the American City*. New York: Russell Sage Foundation, 1997.** Addresses the public's concerns about the emergence of an "underclass" population in the ghettos of the United States, with a comprehensive investigation into extreme neighborhood poverty and the forces fueling its growth.

**Kotlowitz, Alex. *There Are No Children Here: the Story of Two Boys Growing Up in the Other America*. New York: Anchor, 1992.** Kotlowitz, a *Wall Street Journal* writer, continues the stories of 12-year-old Lafayette Rivers and his younger brother Pharoah, first introduced in his 1987 series. Confronting tragedy everyday in the inner city, Kotlowitz establishes that children are urban America's greatest casualty and its only hope.

**Kozol, Jonathan. *Amazing Grace: the Lives of Children and the Conscience of a Nation*. New York: HarperPerennial, 1996.** Offers an unforgettable portrait of the lives of a handful of poor children, living in the South Bronx, who retain their innocence against all odds.

**Kozol, Jonathan. *On Being a Teacher*. Oxford, England: Oneworld, 1993.** Kozol, a National Book Award-winning author, offers a critique on the role of the teacher in America's public school system, advocating an approach to education that is infused with ethical values: fairness, truth and integrity.

**Kozol, Jonathan. *Savage Inequalities: Children in America's Schools*. New York: 1<sup>st</sup> Harper Perennial, 1992.** Kozol visits schools in New York, Washington D.C., and Chicago and

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argues that children, predominantly minorities, from poor families are cheated out of a future by under-equipped, understaffed and under-funded schools in U.S. inner cities and less affluent suburbs.

**Lakes, Richard D.** *Youth Development and Critical Education: the Promise of Democracy.* Albany: State University of New York, 1996. Using a field-based approach, Lakes reviews over two dozen youth development projects in non-school and after-school settings to examine how young people might achieve a level of economic and political self-determination.

**Lantieri, Linda and Janet Patti.** *Waging Peace in Our Schools.* Boston, MA: Beacon Press, 1996. Lantieri and Patti offer a guide on how schools can educate the heart as well as the mind, drawing on the latest research in social and emotional learning, as well as their years of experience with thousands of kids and teachers.

**LoMonico, Michael.** *The Shakespeare Book of Lists: the Ultimate Guide to the Bard, His Plays, and How They've Been Interpreted and (Misinterpreted) Through the Ages.* Franklin Lakes, NJ: New Page Books, 2001. Catalogs Shakespeare's life, his use of language, the best and most insulting lines from his plays and poems, the actors who have performed his plays, and the theaters where they have been performed.

**McAuliffe, Garrett (Ed.).** *Working with Troubled Youth in Schools: a Guide for All School Staff.* Westport, CT: Bergin & Garvey, 2002. A guide to creating effective, school-based responses to the difficult problem of dealing with troubled youth in schools. Throws doubt on the theory that working-class children underachieve at school because of a language deficit at home.

**McDonald, Russ.** *The Bedford Companion to Shakespeare: an Introduction with Documents.* Boston, MA: Bedford/St. Martin's, 2001. This guide provides a combination of up-to-

date background information and selections from primary documents to introduce readers to the topics most important to the study of Shakespeare in their full historical and cultural context.

**Ness, Molly.** *Lessons to Learn: Voices from the Front Lines of Teach for America.* New York: Falmer Press, 2003. Tells the story of the more than 8,000 recent college graduates who have joined Teach for America and committed two years of service to teaching in the nation's most troubled public schools.

**Newman, Katherine.** *New Shame in My Game: the Working Poor in the Inner City.* New York: Knopf and the Russell Sage Foundation, 1999. Newman, a Harvard anthropologist, studies the urban working poor and the myth of America's unmotivated poor in a study of low-wage workers and their job-seeking peers in central Harlem.

**Noguero, Pedro.** *City Schools and the American Dream: Reclaiming the Promise of Public Education.* New York: Teachers College Press, 2003. Noguera maps out his vision of hope for educators working in urban public schools that are under-resourced and over-burdened, providing an analysis of how social forces undermine the quality of urban schools and the achievement of students of color.

**Portes, Alejandro. (Ed.).** *The New Second Generation.* New York: Russell Sage Foundation, 1996. Chronicles the lives of second-generation youth in Miami, New York City, New Orleans, and Southern California, focusing primarily on education, career expectations, language preference, ethnic pride, and the influence of their American-born peers.

**Rhodes, Jean E.** *Stand by Me: the Risks and Rewards of Mentoring Today's Youth.* Cambridge, MA: Harvard University Press, 2002. Rhodes summarizes the results of her decade-long analysis of what exactly makes youth mentoring programs effective.

**Rubinowitz, Leonard S.** *Crossing the Class and Color Lines: from Public Housing to White Suburbia.* Chicago, IL: University of Chicago Press, 2000. Tells the story of a unique experiment in racial, social, and economic integration.

**Rumbaut, Ruben and Alejandro Portes.** *Ethnicities: Children of Immigrants in America.* Berkeley: University of California Press, 2001. This collection of work from the country's leading scholars on immigration and ethnicity examines the lives and paths of the children of today's immigrants.

**Santa Ana, Otto. (Ed.).** *Tongue-Tied: the Lives of Multilingual Children in Public Education.* Lanham, MD: Rowman & Littlefield Publishers, 2004. This anthology of first-person accounts of minority-language students reveals the lives of millions of people who, on a daily basis, are denied the opportunity to speak in their own language.

**Shapiro, Michael.** *Who Will Teach for America? Washington DC: Farragut Pub. Co., 1993.* This book recounts the experiences of seven of the original teachers in the Teach for America program, who taught in inner-city schools for two years, and how they tried to meet the extraordinary needs of children in urban schools across the country.

**Simon, David and Edward Burns.** *The Corner: a Year in the Life of an Inner City Neighborhood.* New York: Broadway, 1998. Simon and Burns address the battles being waged—and lost—in inner city neighborhoods across the country and assess why law enforcement policies, moral crusades and the welfare system have done so little to help.

**Suskind, Ron.** *A Hope in the Unseen: an American Odyssey from the Inner City to the Ivy League.* New York: Broadway, 1999. Suskind reveals the journey of Cedric Jennings from a crime-infested school in Washington, D.C. to acceptance into Brown University, an Ivy League school. Finding himself far behind most of the other freshmen at Brown,

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Cedric must manage an array of intellectual and social challenges.

**Tizard, Barbara.** *Young Children at School in the Inner City.* New York: Psychology Press, 1988. This account of an unusual research project challenges many assumptions about how young children learn and how best to teach them.

**Wessler, Stephen.** *The Respectful School: How Educators and Students Can Conquer Hate and Harassment.* Alexandria, VA: Association for Supervision and Curriculum Development, 2003. Offers practical solutions for preventing and responding to bias, prejudice, harassment, and violence in schools.

**Wilson, William.** *The Bridge Over the Racial Divide: Rising Inequality and Coalition Politics.* Berkeley: University of California Press, 1999. Wilson focuses on the rising social inequality in American society and details a set of recommendations for dealing with it, including the need for a progressive, multiracial political coalition to combat it.

**Wlodkowski, Raymond J.** *Eager to Learn: Helping Children Become Motivated and Love Learning.* San Francisco, CA: Jossey-Bass Publishers, 1990. This guide is aimed at parents and teachers. It explores children's motivation for learning, identifying potential de-motivating factors, which cross ethnic and class boundaries, and suggestions for improvement.

**Weinstein, Rhona S.** *Reaching Higher: the Power of Expectations in Schooling.* Cambridge, MA: Harvard University Press, 2002. Weinstein argues that the expectations of children in schools are often far too low and can become very powerful in determining educational opportunities.

**Whitley, Michael D.** *Bright Minds, Poor Grades.* New York: Berkeley Pub., 2001. Whitley identifies six types of underachievers and presents a ten-

step program to help kids get back on track.

**Williams, Terry.** *The Uptown Kids: Struggle and Hope in the Projects.* New York: Putnam, 1994. Told from the points of view of six teens who live in the public housing projects of Harlem, this book offers a positive look at life in the projects and how teenagers are enduring and succeeding despite challenges.

## ADULT FICTION

**Huo, T. C.** *Land of Smiles.* New York: Penguin, 2000. Set in the 1970s, this novel tells the story of a young Southeast Asian man's journey from a refugee camp in Thailand to a housing project in Oakland, California.

**Roley, Brian Ascalon.** *American Son: a Novel.* New York: Norton, 2001. Details the Filipino immigrant experience through the troubled relationship between two brothers and their struggle to assimilate into the culture of Southern California.

**Shearer, Cynthia.** *The Celestial Jukebox: a Novel.* Washington DC: Shoemaker and Hoard, 2005. Set on the banks of the Mississippi in Madagascar, this novel takes a look at the New South as characters strive to find happiness, while forgetting bad times. Included are new black Africans, Chinese emigrants, African Americans, and straggling members of the original white families of the area.

**Stromme, Elizabeth.** *Joe's Word: An Echo Park Novel.* San Francisco, CA: City Lights Books, 2003. Joe, a writer for hire who lives at the wrong end of Los Angeles, finds himself becoming embroiled in the lives of his clients, linked to their dreams, their despair, and sometimes to their dirty secrets in a community that survives amid political battles over LAPD abuse and run-of-the-mill inner city murders.

## NONFICTION FOR YOUNGER READERS

**Boelts, Maribeth.** *A Kid's Guide to Staying Safe at School.* New York: PowerKids Press, 1997. Tips for kids on school bus safety, resisting peer pressure and what to do when faced with violence and weapons in school.

**Bosch, Carl W.** *Schools Under Siege: Guns, Gangs Hidden Dangers.* Springfield, NJ: Enslow Publishers, 1997. Grades 6 and up. Explores the growing problem of violence in schools and teen crime in both urban and rural areas.

**Chrisp, Peter.** *Shakespeare.* New York: DK Pub., 2002. Grades 5-10. Presents the life and work of William Shakespeare and provides historical information about the theater of sixteenth-century London.

**Chrisp, Peter.** *Welcome to the Globe: the Story of Shakespeare's Theater.* New York: DK Pub., 2000. Grades 3-5. As if readers were tourists in Shakespeare's London, various characters, including a waterman, an actor, a gallant, and an apple seller, describe the Globe Theatre from their own perspective.

**Dunton-Downer, Leslie.** *Essential Shakespeare Handbook.* New York: DK Pub., 2004. Grades 7 and up. Offering an illustrated guide to every Shakespeare play, as well as a history of the Bard's life and Elizabethan and Jacobean theater, this book unravels the complexities of Shakespeare's plays and poems.

**Fandel, Jennifer.** *William Shakespeare.* Mankato, MN: Creative Education, 2004. Grades 5-9. Offers an introduction to the life of William Shakespeare and provides a selection of his sonnets and excerpts from his plays.

**Ganer, A nita.** *The Young Person's Guide to Shakespeare.* San Diego, CA: Harcourt Children's Books, 1999. Grades 3-8. Reveals the Elizabethan world of William Shakespeare in an exciting combination of words,

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pictures and speeches and drama on CD.

**Haugaard, Kay. *No Place.* Minneapolis, MN: Rebound by Sagebrush, 1999.** Grades 4-6. Having no place to play in their run-down inner city Los Angeles neighborhood, twelve-year-old Arturo and the other students in his sixth-grade class raise money and build a park.

**Klee, Sheila. *Working Together Against School Violence.* New York: Rosen Pub. Group, 1996.** Grades 6 and up. Examines the problem of violence in schools, its causes, and possible ways for teens to take action.

**Kosof, Anna. *Living in Two Worlds: the Immigrant Children's Experience.* New York: 21<sup>st</sup> Century Books, 1997.** Grades 7 and up. Examines what it is like for a young immigrant person to come to a new land unable to communicate, to go to a new school, and to become a part of life in the United States.

**Kroll, Jennifer L. *Weekly Reader's Magazine Presents Simply Shakespeare: Readers Theater for Young.* Portsmouth, NH: Teachers Ideas Press, 2003.** This collection of 13 scripts features age-appropriate play adaptations based on Shakespeare's comedies, tragedies, and romances. Each script includes a summary, presentation suggestions, and a character list.

**Packer, Tina. *Tales from Shakespeare.* New York: Scholastic Press, 2004.** Grades 4-6. Packer retells ten familiar Shakespeare plays for younger readers, each illustrated by a well-known artist.

**Ryan, Patrick. *Shakespeare's Storybook: Folk Tales That Inspired the Bard.* New York: Barefoot Books, 2001.** Grades 5-8. Ryan brings together the traditional folk tales, ballads and fairy tales that are at the heart of seven of Shakespeare's masterpieces, introducing each story with information about its history, and its prevalence in other cultures.

**Schumacher, Allison. *Shaking Hands with Shakespeare: a Teenager's Guide to Reading and Performing the Bard.* New York: Kaplan Publishers, 2004.** Grades 9 and up. An overview of Shakespeare's work with a heavy emphasis on acting and getting involved in the material by learning about Shakespeare's life and the times he lived in, and how to understand his language.

**Sherrow, Victoria. *Dropping Out.* New York: Benchmark Books, 1996.** Grades 7 and up. Discusses some of the reasons for and consequences of not finishing high school, including poor study skills, learning disabilities, family problems, and violence.

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## FICTION FOR YOUNGER READERS

**Beatty, Patricia. *Lupita Manana.* New York: HarperTrophy, 2000.** Grades 5 and up. Follows thirteen-year-old Lupita who enters California as an illegal alien and starts to work to help her poverty-stricken family.

**Cruz, Angie. *Let It Rain Coffee.* New York: Simon & Schuster, 2005.** Tells the story of an immigrant family from the Dominican Republic tested by a series of problems they face in America.

**Danticat, Edwidge. *Behind the Mountains.* New York: Orchard Press, 2002.** Grades 5 and up. Thirteen-year-old Celiene describes life with her mother and brother in Haiti as well as her experiences in Brooklyn after the family immigrates there to be reunited with her father.

**Hoffman, Mary. *The Color of Home.* New York: Phyllis Fogelman Books, 2002.** Grades K-2. Hassan, a recent immigrant to the United States, is homesick on his first day of school. When the teacher distributes art supplies, Hassan paints a picture that shows his old home in Somalia as well as the reason his family had to leave.

**Kheridan, David. *Asking the River.* New York: Orchard Books, 1993.** Grades 7-9. As a

student in Racine, Wisconsin, a thirteen-year-old Armenian-American boy must come to terms with his heritage, his parents' expectations, and his own uncertainty about what he wants from life.

**Levy, Marilyn. *Run for Your Life.* New York: Paperstar, 1997.** Grades 6-9. While living in a housing project in Oakland, California, thirteen-year-old Kisha joins a track team, which helps her discover that she can be a winner.

**Na, An. *A Step from Heaven.* New York: Speak, 2002.** Grades 7-9. In this book, a young Korean girl and her family find it difficult to learn English and adjust to life in America.

**Recorvits, Helen. *My Name Is Yoon.* New York: Farrar, Straus and Giroux, 2003.** Grades K-2. Disliking her name in English, Korean-born Yoon, or "shining wisdom," refers to herself by other names as a way to feel more comfortable in her new school and new country.

**Somer, Carl. *Light Your Candle.* Houston, TX: Advance, Pub., 2000.** Grades 1-4. In this book, a young girl decides to do something to get rid of crime and violence on her street, which leads to a transformation of her school and neighborhood.

**Tolliver, Ruby C. *Sarita, Be Brave.* Austin, TX: Eakin Press, 1999.** Grades 3-6. When twelve-year-old Sara must flee with her family from Honduras and make the dangerous journey to Texas, she faces many challenges starting a new school and a new life in America.

**Veciana-Suarez, Ana. *Flight to Freedom.* New York: Orchard Press, 2002.** Grades 6-9. Thirteen-year-old Yara describes life with her family in Havana, Cuba, in 1967 as well as her experiences in Miami, Florida, after immigrating there to be reunited with some relatives while leaving others behind.

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## VIDEOS/DOCUMENTARIES

**"Brother of Mine: Youth Violence and Society."** Heather Jane Robertson and Karen Wookey. **Films for the Humanities & Sciences. 1999. (50 min.)** Looks at why children are becoming more violent at home, at school, and on the streets.  
[www.films.com/id/10851](http://www.films.com/id/10851)

**"Children in America's Schools."** Jonathan Kozol and Bill Moyers. **South Carolina ETV. 1996. (120 min.)** Based on Kozol's book of the same name, looks at the differences between schools in rural, suburban and urban environments.  
[www.shoppbs.org/](http://www.shoppbs.org/)

**"I Am a Promise: the Children of Stanton Elementary School."** Susan Raymond. **DocuRama; New Video Group. 2005. (90 min.)** Winner of the Academy Award for Best Documentary, this film looks at the students of Stanton Elementary School in North Philadelphia, an inner-city neighborhood where 90% of the students live below the poverty line.  
[www.docurama.com/](http://www.docurama.com/)

**"The Next Generation."** Bill Moyers and Kathleen Hughes. **Films for the Humanities & Sciences. 2003. (57 min.)** Looks at how to heal wounds wrought on children by substance abuse and how to prevent them from becoming addicts themselves.

**"The Sheenway Experience."** Catherine Ryan and Ruby Dee. **Films for the Humanities & Sciences. 1997. (32 min.)** The Sheenway School and Culture Center is in the Watts section of Los Angeles, an area where poverty, racism, and lack of opportunity have led to violence. In addition to traditional academics, students are taught personal responsibility and skills to survive in the inner city. Students share their experiences and goals for the future.  
[www.films.com/id/8871](http://www.films.com/id/8871)

**"Street Soldiers."** Avon Kirkland and Danny Glover. **Independent Television Service. 1996. (86 min.)** Located near San Francisco's Potrero Hill projects, the Omega Boys Club relentlessly reaches out

to America's most endangered: young African-American men. Omega's direct, realistic, and hands-on approach offers guidance, intervention, and structure with a price—hard work.  
[www.itvs.org/external/soldier/index.html](http://www.itvs.org/external/soldier/index.html)

## WEB SITES

**The Hobart Shakespeareans' web site**  
[www.hobartshakespeareans.org/](http://www.hobartshakespeareans.org/)  
Includes a typical day's schedule, colleges attended by Hobart Shakespeareans graduates and info on how to support them.

**Activities for ESL Students**  
<http://a4esl.org/>  
Includes sample quizzes and crossword puzzles for a variety of levels.

**Amity Foundation**  
[www.amityfoundation.com/](http://www.amityfoundation.com/)  
A nonprofit organization dedicated to rehabilitating the lives of substance abusers and their families.

**The Shakespeare Resource Center**  
[www.bardweb.net/](http://www.bardweb.net/)  
Collection of links on Shakespeare. Includes info on his life, plot synopses of all his works, a history of Elizabethan England and a guide to Shakespearean English.

**Shakespeare Illustrated**  
[www.emory.edu/ENGLISH/classes/Shakespeare\\_Illustrated/Shakespeare.html](http://www.emory.edu/ENGLISH/classes/Shakespeare_Illustrated/Shakespeare.html)  
Explores nineteenth-century paintings, criticism and productions of Shakespeare's plays and their influences on one another.

**"Asian-American Children: What Teachers Should Know"** by Jianhua Feng. **From the ERIC Clearinghouse on Elementary and Early Childhood Education.**  
[www.ericdigests.org/1994/teachers.htm](http://www.ericdigests.org/1994/teachers.htm)

Provides information for teachers to better understand the particular educational needs of children from East and Southeast Asia.

**Dave's ESL Café**  
[www.eslcafe.com/](http://www.eslcafe.com/)

Includes teaching ideas and a job center for teachers and grammar resources for students.

**ESL Programs in the United States**  
[www.esl.com/?s=2&t=88](http://www.esl.com/?s=2&t=88)

Allows you to request info from ESL programs at schools, colleges and universities in the USA and Canada.

**Shakespeare Links on the Web**  
[www.shakespeare-oxford.com/shaklink.htm](http://www.shakespeare-oxford.com/shaklink.htm)  
Includes Shakespeare authorship sites and mainstream Shakespeare sites.

**Introduction to Mr. William Shakespeare**  
<http://shakespeare.palomar.edu/intro.htm>

Offers resources on the life, works and criticism of Shakespeare as well as sites related to the literature and periods that influenced him. (Terry A. Gray)

**SoberRecovery**  
[www.soberrecovery.com/](http://www.soberrecovery.com/)  
Lists addiction treatment centers in the United States, Canada and Europe.

**Teach for America**  
[www.teachforamerica.org/flash\\_movie.html](http://www.teachforamerica.org/flash_movie.html)  
Teach for America takes recent college grads from all majors and places them as teachers in urban and rural public schools around the country.

**Teacher Resource Site**  
<http://teachers.net/>  
Includes sample lesson plans, a live chat room and job listings among other resources.

**The Complete Works of Shakespeare**  
[www-tech.mit.edu/Shakespeare/](http://www-tech.mit.edu/Shakespeare/)  
The full text of his works available online

**Immigration Resources on the Web**  
[www.wave.net/upg/immigration/resource.html](http://www.wave.net/upg/immigration/resource.html)  
Includes links to U.S. immigration laws and procedures, immigration lawyers, and support organizations.