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 6th, 2005 at 10 p.m. on PBS (check local listings at 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.


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.


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
written—as they participate in school.


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.


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.


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.


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.


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.


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 insulating lines from his plays and poems, the actors who have performed his plays, and the theaters where they have been performed.


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.


Noguero, Pedro. City Schools and the American Dream: Reclaiming the Promise of Public Education. New York: Teachers College Press, 2003. Noguero 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.


Santa Ana, Otto. (Ed.). Tongue-Tied: the Lives of Bilingual 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.


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.

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.


**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.


**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.


**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 struggling 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**


**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.


Delve Deeper into "The Hobart Shakespeareans"
A film by Mel Stuart

pictures and speeches and drama on CD.

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


**FICTION FOR YOUNGER READERS**


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.


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.


VIDEOS/DOCUMENTARIES


“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/

“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/


“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 lead 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


WEB SITES

The Hobart Shakespeareans’ web site 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/
A nonprofit organization dedicated to rehabilitating the lives of substance abusers and their families.

The Shakespeare Resource Center 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/clases/Shakespeare_Illustrated/Shakespeare.html
Explores nineteenth-century paintings, criticism and productions of Shakespeare’s plays and their influences on one another.

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

Dave’s ESL Café www.eslicafe.com/
Includes teaching ideas and a job center for teachers and grammar resources for students.

ESL Programs in the United States www.esl.org/?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
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/
Lists addiction treatment centers in the United States, Canada and Europe.

Teach for America 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/
The full text of his works available online

Immigration Resources on the Web www.wave.net/upg/immigration/resource.html
Includes links to U.S. immigration laws and procedures, immigration lawyers, and support organizations.
New Brunswick, New Jersey: The Decline and Revitalization of Urban America. By David Listokin, Dorothea Berkhout and James W. Hughes. Length: 544 pages6 hours. Description. These projects include the momentous decision of Johnson & Johnson to build its world headquarters in the city, the growth of a theater district, the expansion of Rutgers University into the downtown area, and the destruction and rebuilding of public housing. But while the authors highlight the positive effects of the transformation, they also explore the often heated controversies about demolishing older neighborhoods and ask whether new building benefits residents. Economics, Finance and Accounting. The Inner City Urban Poverty and Economic Development in the Next Century. Breadcrumbs Section. Click here to navigate to respective pages. More importantly, they have inspired a search for new solutions to inner city distress as well as a reassessment of current approaches. The Inner City defines a core debate in the United States over the future of a racially divided urban America. It is of inestimable importance to policy analysts, government officials, African American studies scholars, urban studies specialists, sociologists, and all those concerned with inner city revitalization. The Inner City: Urban Pov has been added to your Cart. Add to Cart. Buy Now. Have one to sell? Sell on Amazon. See this image. The Inner City: Urban Poverty and Economic Development in the Next Century Hardcover â€“ 29 August 2017. by Catherine Ross (Author). See all formats and editions Hide other formats and editions. Amazon Price. New from. Used from. Hardcover. " S$216.02. S$216.02. â€” Paperback. " S$75.19. The lowest-priced, brand-new, unused, unopened, undamaged item in its original packaging (where packaging is applicable). Packaging should be the same as what is found in a retail store, unless the item is handmade or was packaged by the manufacturer in non-retail packaging, such as an unprinted box or plastic bag. See details for additional description. â€œ41.06. Free postage. Get it by Thu, 25 Mar - Tue, 6 Apr from Gloucester, Australia. â€œ New condition. â€œ 30 day returns - Buyer pays return postage | Returns policy. Read seller's description. See details and exclusions - The Inner City: U...