Gifted with Special Needs

Diverse Populations of Gifted Children (ISBN #0-13-39908-4) was written to help classroom teachers identify and plan for gifted children from special populations, including children with disabilities, minorities, the learning disabled, preschoolers, the exceptionally gifted, gifted females, and gifted underachievers. Chapters in the book describe each of these special populations, discuss challenges involved in identifying giftedness in particular populations, and offer ideas for differentiating the curriculum according to areas of giftedness. Starr Cline and Diane Schwartz emphasize the necessity of recognizing the diversity of gifted youngsters in an attempt to more effectively address the needs of these underserved groups. Throughout the text, strategies for effectively identifying and serving gifted students in our educational system are suggested. For more information, contact Krista Groshong, Marketing Coordinator for Merrill Education Products, 445 Hutchison Ave., Columbus, OH 43235; (614) 841-3770; krista_groshong@prenhall.com.

A Framework for Curriculum

The educational system is seen as responsible for fostering the child’s development in a broad sense; the aim is not simply to promote specific learning, but to provide many opportunities for physical, social, and emotional, as well as cognitive development. A fundamental principle of the developmental interaction approach presented in Explorations with Young Children: A Curriculum Guide from the Bank Street College of Education (ISBN #0-87659-160-8) is that cognitive growth cannot be separated from the growth of personal and social processes. Further, Mitchell and David suggest that the school should be an active community, connected to the social world of which it is a part, rather than an isolated place for “learning lessons.” A framework based on an understanding of how children grow and learn—rather than a series of lesson plans and specific curricula—is the basis of this curriculum guide. With such a framework in place, the curriculum, the lessons, and the pacing “will grow out of the particulars of the school or setting, the needs and interests of the children, and the professional’s own strengths and interests.” For more information, contact Fran Snowder, Gryphon Press, P.O. Box 207, Beltsville, MD 20704-0207; (800) 638-0928, ext. 314; fran@gbooks.com.

Creativity and Development

Must we understand the development of creativity to understand creativity itself? In Creativity from Childhood Through Adulthood (ISBN 0-7879-9871-0), Mark Runco examines developmental behaviors across the lifespan. The work of several authors attend to various issues related to creativity, including the role of knowledge and experience and the relationships among creativity, play, and deviance. Various chapters in this volume emphasize different periods of development that cut across several topics in studies of creativity. Contributing authors examine the notions that biological underpinnings of creativity may exert their influence in different ways, at different points in development, and that the cognitive and emotional mechanisms of creative thinking vary in different chronological stages. In addition, educational implications of developmental theories of creativity are thoroughly discussed. For more information, contact Jossey-Bass Publishers, 350 Sansome St., San Francisco, CA 94104-1342; (800) 956-7739.
**NEW PRODUCTS**

**A Close Look at the Past**

_The Ancient City_ (ISBN 0-19-521582-6), written by one of the foremost writers and illustrators on the subject of the ancient world, takes readers into the homes, palaces, theaters, bath houses, and temples of Athens and Rome. Like a tour guide, Peter Connolly navigates a trail through time and architecture, using buildings and other structures to unlock the door to past civilizations. His signature drawings—minutely detailed cutaway models, hand-drawn plans, and full-color reconstructions of complex archeological works—offer an in-depth look at daily life of long ago. The illustrations have a unique authority, providing the starting point for a riveting exploration of these famous cities and the lives of people who inhabited them. This book could surely serve as a catalyst in middle and high school classrooms for interdisciplinary studies focusing on themes such as “structures,” “adaptations,” and “influences.” For more information, contact Jennifer Slomack, Publicist, Oxford University Press, 198 Madison Ave., New York, NY 10016-4314; (212) 726-6043; jbs@oup-usa.org.

**Fairy Tale History**

Fairy tales are not just for children. In fact, the original folktales were specifically meant for adult audiences who listened to storytellers in town meeting areas and around campfires. With teenagers in mind, authors de Vos and Altmann bring back all the original humor, less than exemplary heroes, forbidden romance, and tumultuous escapades that are edited out of our modern fairy tales in _New Tales for Old: Folktales as Literacy Fictions for Young Adults_ (ISBN 1-56308-447-3). Based on their vast knowledge, the authors offer suggestions for how educators might use these tales as part of the curriculum in which they expose students in today’s middle and high schools. Cinderella, The Frog Prince, Hansel and Gretel, Little Red Riding Hood, Rapunzel, Sleeping Beauty, and Snow White each represent a chapter devoted to presenting and analyzing these stories that have been passed down and enjoyed through the years. Chapter highlights include information on format of writing, history of the story, critical interpretations, and Internet resources. The book also presents ideas for classroom extensions, activities, and discussion prompts that address various disciplines. For more information, contact Jo Anne Ricca, Libraries Unlimited, P.O. Box 6633, Englewood, CO 80155-6633; (800) 237-6124 ext. 216; lu-books@lu.com.

**Motherhood in American**

_All the Mamas_ (ISBN 1-887714-29-4) is a beautifully written story based on a true genealogical record of an American family as it has moved through history. Carol Gandee Shough vividly describes environment, emotions, and influences that flavor events that were realities for each mother as she raised her female child—the founding of America, the westward migration, the Civil War, the industrial revolution, the beginning of manned flight, World War II, space exploration, and the computer age. Written in a way that entices readers of all ages, the book utilizes sounds and rhythm in a way that adds effectively to the sense of wholeness and continuity of the story. Eye-catching oil pastel illustrations lead the reader on an emotional and powerful journey by conveying a sense of time passing and of time standing still. For more information, contact Summerhouse Press, P.O. Box 1492, Columbia, SC 29202.