



Immigrant Stories: Ethnicity and Academics in Middle Childhood (Child Development in Cultural Context)

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Immigrant Stories portrays the contexts and academic trajectories of development of three unique immigrant groups: Cambodian, Dominican and Portuguese. The children of immigrant families - or second generation youth - are the fastest growing population of school children in the US. However, very little is known about these children's academic and psychological development during middle childhood. We examine the previously under-explored intricacies of children's emerging cultural attitudes and identities, academic engagement, and academic achievement. These processes are studied alongside a myriad of factors in the family and school environment that combine to shape children's academic psychological functioning during this important period.

Through a three-year longitudinal study, including interviews with teachers, parents and children, this book presents a fascinating look at the community, school, and family contexts of child development among second-generation children. Both pre-immigration and post-immigration characteristics are explored as critical factors for understanding children of immigrants' development. In the current climate of US immigration policy debate, we offer research findings that may inform educators and administrators about the sources of community strengths and challenges facing our newest immigrant generations.

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