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UNIT 1
Understanding Today's World

Unit Overview **xx**

1. **Becoming Citizens of the World,** Vivien Stewart, *Educational Leadership,* April 2007
   Global competence in today's world requires young people to understand the interconnectedness of economies with the rise of Asia; that science and technology are vital changes in the world; that health and security matters are interrelated and impact everyone everywhere; and that the ***world's demographics*** have accelerated ***international migration patterns.*** U.S. students must expand their world knowledge, international language skills, and civic values. The trends and suggestions associated with the challenges of living in a globalized society are described in detail. **3**

2. **As Diversity Grows, So Must We,** Gary R. Howard, *Educational Leadership,* March 2007
   The author proposes that school administrators implement five phases of ***professional development*** with their faculties and staffs to (1) build trust, (2) engage personal cultures, (3) confront social dominance, (4) transform instructional practices, and (5) engage the entire school community to understand and promote social justice. These five phases of professional development will help ensure ***social justice in schools*** accompanied with equity and excellence for and among classroom teachers with for students in today's world. **8**

3. **Colorblind to the Reality of Race in America,** Ian F. Haney López, *The Chronicle of Higher Education,* November 3, 2006
   The author provides an argument concerning the phenomenon of ***race relations in the United States*** and the ***"color blindness"*** of many white Americans and its effects on the lives of ***persons of color.*** He argues that there are efforts to ignore the reality of "race" in American life. Issues related to the concept of race continue to be litigated in the courts. **13**

4. **Beyond "Culture Clash": Understandings of Immigrant Experiences,** Bic Ngo, *Theory Into Practice,* 2008
   Immigrants to U.S. schools and society and their families construct cultures and identities based on their new experiences. Clashes may occur between immigrants and native U.S. citizens; clashes can also occur between immigrant youth and their parents as the youth strive to become both a part of their new peer culture and yet remain a part of their families. The author offers an explanation of the double movement of ***identity development*** experienced through ***international migration patterns*** and the need for redefining identity as the in-between that immigrants frequently express. **18**

The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide.

5. **One Nation, Many Gods,** Carrie Kilman, *Teaching Tolerance,* Fall 2007
Many middle level and high schools now offer courses in ***religion in schools and classrooms.*** Teachers are expected to teach the subject of religion inclusively; teachers cannot take a stance in which they either promote or demote particular religions. However, ***teacher education*** has not prepared teachers with the content curriculum or equipped them with the pedagogical instruction. As teachers begin teaching appropriately about the world's religions, they benefit from the ten tips described by the author so students learn in depth and with respect. **24**

6. "**Because I Had a Turban",** Khyati Y. Joshi, *Teaching Tolerance,* Fall 2007
This author discusses the experiences of Hindu, Muslim, and Sikh students, individuals who are ***Indian Americans*** who feel ignored, marginalized, or ***discriminated*** against due to their ***religious cultures*** and customs. Religious beliefs, traditions, and customs frequently establish the social outlooks, habits, and practices both at home and in public including and extending celebrations. However, not all religions are recognized and understood, causing conflict among students. Five practices for educations to help make religion matter in schools and classrooms are highlighted. **29**

7. **Metaphors of Hope,** Mimi Brodsky Chenfield, *Phi Delta Kappan,* December 2004
The author describes the promising examples of four wonderful teachers and how their students have responded to their teaching. Teaching since 1956, the author has traveled the nation observing students and teachers in ***classroom interaction.*** **32**

UNIT 2
Examining Schools and Classrooms

Unit Overview **36**

8. **"What Are You?" Biracial Children in the Classroom,** Traci P. Baxley, *Childhood Education,* June 2008
On the 2000 U.S. Census, for the first time Americans were given the opportunity to identify themselves as biracial. Approximately 2.4 percent of the U.S. population or 6.8 million people could report their heritages and ***biracial identity*** accurately. Biracial students comprise one of the fastest growing populations in today's schools and classrooms. Educators need to be aware of the biracial identity and practices that support biracial students intellectually, emotionally, and socially and promote ***multicultural education*** for all students in all classrooms. **39**

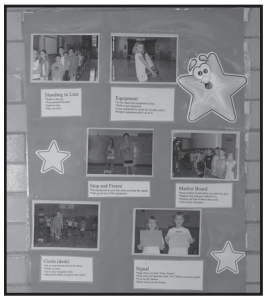
9. **Dare to Be Different,** Selma Wassermann, *Phi Delta Kappan,* January 2007
The author discusses the importance of ***daring to be different as teachers*** in teaching and schooling. She uses a school in Vancouver, British Columbia, as a case study for her line of argument. She describes what she sees and hears from students and teachers in the school. She discusses issues related to professional politics in educational policy development. **43**

The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide.

10. **Teaching for Social Justice in Multicultural Urban Schools: Conceptualization and Classroom Implication,** Jose Lalas, *Multicultural Education,* Spring 2007
Teaching and learning for ***social justice in schools*** is defined and conceptualized with various terminologies that do not always translate into meaningful, productive, and beneficial classroom experiences. However, common principles are applicable, relevant, and translatable into effective classroom practices. Classroom teachers and school administrators can and are encouraged to develop their ideological and political commitment for promoting social justice in all classrooms, particularly in ***urban schools.*** **49**

11. **The Human Right to Education: Freedom and Empowerment,** Caetano Pimentel, *Multicultural Education,* Summer 2006
Education is an entitled right; through a ***phenomenological method of inquiry,*** the author advocates that education empowers one's thinking, learning, living, and earning. All students are entitled to an effective education to ensure both present and future opportunities. Critical are the ***women's rights to schooling*** at every level. Women contribute as equals in society, provide future educational opportunities for their families and community, and serve as role models for all young learners. **55**

12. **Asian American Teachers,** Hema Ramanathan, *Multicultural Education,* Fall 2006
The author discusses the possible influence of ***Asian American teachers.*** She reports on the growing literature on Asian Americans and outlines the contributions they can make to the ***teaching profession.*** The author describes ***professional challenges*** Asian American teachers encounter as well as means by which they can meet those challenges. This essay is based on a research survey and conversations with Asian American teachers. **64**



UNIT 3
Developing Curriculum and Instruction

Unit Overview **70**

13. **Mother Goose Teaches on the Wild Side: Motivating At-Risk Mexican and Chicano Youngsters via a Multicultural Curriculum,** Martha Casas, *Multicultural Review,* Winter 2006
Based on social studies, the author constructed an ***integrated multicultural curriculum*** for seventh-graders with real-life applications that engaged the learners in a variety of learning experiences. Students' reading and writing abilities improved as the expectations focused on students' needs, interests, and cooperation. ***Alternative education*** that is authentic, natural, and holistic motivated students to participate in productive group work and resist antisocial behaviors. The article includes resources applicable for all middle level classrooms and teacher education programs. **73**

14. **Promoting School Achievement among American Indian Students throughout the School Years,** Kristin Powers, *Childhood Education,* International Focus Issue, 2005
The author reports on a preliminary research study of ***Native American students'*** perceptions of their schooling experience in two midwestern cities and how they perceive their relationships with their teachers. The author offers suggestions for how Native American students may improve their school achievement levels in the later school grades and recommendations for how teachers in the later grades may improve their relations with Native American students. **82**

The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide.

15. **Family and Consumer Sciences Delivers Middle School Multicultural Education,** Barbara A. Clauss, *Middle School Journal,* March 2006
The author discusses an approach to multicultural education that focuses on a program called ***Family and Consumer Sciences (FACS)*** in the ***middle school years.*** The program integrates ***multicultural attitudes and values*** into ***family and consumer education.*** Teaching strategies are given. **86**

16. **Discarding the Deficit Model,** Beth Harry and Janette Klingner, *Educational Leadership,* February 2007
The results of a three-year study reveal that several conditions mar the placement process of students having learning needs and challenges. The authors report that the ***deficit model*** is substantiated by the lack of adequate classroom instruction prior to referrals, inconsistencies in policy implementation, and arbitrary referrals and assessment decisions result in disproportionate placement of some minority groups in special education. More resources should be dedicated to providing curriculum and instruction emphasizing effective ***multicultural education in classrooms.*** **92**

17. **Arts in the Classroom: "La Llave" (The Key) to Awareness, Community Relations, and Parental Involvement,** Margarita Machado-Casas, *Journal of Thought,* Winter 2004
The author discusses how the arts can be used in classroom instruction and how she attempted to implement Freire ideas about ***critical theory*** in education as well as the theories of others in teaching students. **96**

UNIT 4
Educating All Students

Unit Overview **102**

18. **The Trail to Progress,** Naomi Dillon, *American School Board Journal,* December 20, 2007
Many school districts that educate low-income and minority populations relate to the problems of Native American students, another disadvantaged group in U.S. schools. Dropout rates are as high for Native American students as for Latino students, and Native Americans are twice as likely to carry a weapon to school. Native Americans, like all cultural groups, are as diverse within their group as they are among all populations. However, being a federally recognized government, Native Americans are beginning to overcome the deficit model and find ways to honor their cultures while increasing their educational experiences and economic opportunities. **104**

19. **An Investigation of How Culture Shapes Curriculum in Early Care and Education Programs on a Native American Indian Reservation,** Jennifer L. Gilliard and Rita A. Moore, *Early Childhood Education Journal,* February 2007
Children initiate their sense of belonging in their homes and communities shaping their cultural identities that they take to school. However, with 90 percent of all teachers coming from White, European American backgrounds, many ***Native American*** and immigrant students who see the world through their cultural perspectives and who are English language learners may not feel accepted or educated in classrooms and schools; they are not visible or valued in the ***curriculum and instruction.*** Teachers need to understand culture and education from backgrounds other than their own. Research conducted with members of three Native American tribes provides guidelines for valuing the presence of family and community in education. **108**

The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide.

20. **A Critically Compassionate Intellectualism for Latina/o Students: Raising Voices above the Silencing in Our Schools,** Julio Cammarota and Augustine Romero, *Multicultural Education,* Winter 2006

When Latina/o students are given school work that is remedial and unchallenging, the curriculum and instruction are failing to provide them with the preparation and credentials necessary to advance socially and economically. These classroom experiences deny Latina/o students the opportunities to ***critical voices*** and ***intellectual capacities*** to challenge the current system and enact change. The authors present guidelines for all teachers to empower all students in the content and practices communicating authentically to all students that they are significant. **115**

21. **Educating Vietnamese American Students,** Huong Tran Nguyen, *Multicultural Education,* Fall 2007

Although advancing English proficiency among students with limited English proficiency and ***English language learners*** is a cornerpost of the No Child Left Behind Act of 2001, reading levels among Vietnamese American students fall years below their corresponding grade level for their year of school. Cognitive language academic proficiency, in particular, was significantly lower. Pushed to learn all subjects in English, the author advocates that academic learning should be taught in the ***native language*** allowing students to transfer knowledge and skills across languages. **124**

22. **The Need to Reestablish Schools as Dynamic Positive Human Energy Systems That Are Non-Linear and Self-Organizing: The Learning Partnership Tree,** Michele Acker-Hocevar et al., *International Journal of Learning* (online), 2006

Begun as research on ***accountability*** evidenced by federal and state mandates, standardized test scores, and school rankings in high-performing elementary schools, the authors redirected their study to focus on practices and beliefs educators held that helped them sustain high performance at nine ***high-performing schools.*** The outcomes showed that success was created where faculties created highly developed ***internal cultures*** that were enabling and capacity building. The research evolved into The Learning Partnership Model. **129**

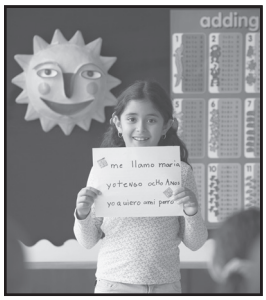
23. **Moment of Truth,** Del Stover, *American School Board Journal,* April 2007

In 2006, the state of Nebraska passed a bill allowing Omaha to divide its student population into three school districts organized along racial lines, a move that ***civil rights groups*** condemned as a return to state-sponsored ***racial segregation.*** In an attempt to promote diversity and offer the best schools possible, school administrators are seeking a way to divide the attendance areas and conquer current challenges. However, after several years, the plan is still under discussion as school and civic leaders seek an effective model for the future. **139**

24. **In Urban America, Many Students Fail to Finish High School,** Karin Fischer, *The Chronicle of Higher Education,* November 3, 2006

This article by Karin Fischer examines the ***cultural issues*** influencing ***school dropout rates*** in the urban setting. **143**

The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide.



UNIT 5
Expanding Learning with Language and Literacy

Unit Overview 146

25. Examining Second Language Literacy Development in an Urban Multi-Age Classroom, Sharon H. Ulanoff et al., *International Journal of Early Childhood Education,* 2007

Ethnographic research conducted in one urban multi-age classroom over three years. Observations revealed three major themes occurring in this ***sociolinguistic*** and ***sociocultural context:*** Students were guided in making meaning of the content by using literacy and connecting to prior learning; students were allowed to structure the learning environment to create a safe and welcoming learning community based on respect with returning students from past years serving as role models; students and teachers were encouraged to take risks with their vocabulary, concepts, and practices. **149**

26. Output Strategies for English-Language Learners: Theory to Practice, Angela R. Beckman Anthony, *The Reading Teacher,* 2008

Language acquisition is challenging for all students. ***English-language learners*** bring specific challenges that teachers must recognize and address. Teachers need to be equipped with ***language input strategies*** as well as ***language output strategies*** to help all students become fluent, articulate, and comfortable. Teaching strategies that build upon prior learning including one's language proficiencies and cultural foundations fortify the student's strengths, success, and satisfaction. **155**

27. Controversial Books in the Middle School: Can They Make a Difference? Jeff Whittingham and Wendy Rickman, *Middle School Journal,* May 2007

Based on the ***middle level*** *This We Believe* characteristics, the authors present a growing body of literature with ***gay and lesbian themes*** aimed at the middle school reader. Although the American Library Association (ALA) and universities support the study of literature with gay and lesbian themes, many school districts have exhibited resistance to making literature available or featuring the texts in literature classes. A historical perspective and lists of books are included here. **164**

28. Celebrating Diversity through Explorations of Arab Children's Literature, Tami Al-Hazza and Bob Lucking, *Childhood Education,* Spring 2007

Teachers must offer literature representative of all students in their classrooms and people around the world, but few teachers are acquainted with or appreciate **Arab children's literature.** To promote the efforts to establish cultural pluralism, the authors provide a detailed description of important references and insights for honoring cultural diversity. Balancing traditional literature with contemporary realistic fiction with historical fiction, guidelines for choosing Arab children's literature are provided to enrich **multicultural education in classrooms.** **169**

29. Chica Lit: Multicultural Literature Blurs Borders, Marie Loggia-Kee, *Multicultural Review,* Spring 2007

Preteen and teenage girls seek literature that reflects their gender, ages, and interests. Too often they are required to read literature that may be quite serious and difficult to connect to their own lives. ***Chica lit*** offers a genre of ***Latina literature*** that is fun and fashionable. Latina girls are provided a range of books with characters whose cultural background and daily adventures mirror their own experiences. To capture their students' interest and increase their students' achievement levels, teachers can incorporate the literature into the choices of literature that their students can read and review. **173**

The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide.

UNIT 6
Motivating Involvement and Social Action

Unit Overview 176

30. Popular Music Helps Students Focus on Important Social Issues, James R. Moore, *Middle School Journal,* March 2007
To capture middle school students' attention, the author recommends incorporating ***popular music*** with lyrics focused on social issues into the curriculum. Popular music can be integrated effectively with language arts and social studies to communicate the historical context and controversial messages depicting a particular time and place from various perspectives. Learning experiences become student centered through the uses of ***technology*** to access music that conveys current as well as past events. The author provides many examples and strategies to enhance ***multicultural education in classrooms.*** 178

31. Framing the Effect of Multiculturalism on Diversity Outcomes among Students at Historically Black Colleges and Universities, Brighid Dwyer, *Educational Foundations,* Winter/Spring 2006
Multiculturalism and multicultural education are essential at historically ***Black colleges and universities*** so all people learn about all other people in multiple contexts. Multicultural education must be incorporated into all parts of the curriculum, taught as an independent course addressing specific topics and issues, and promoted as a way of life in all activities and functions sanctioned by the institution. At historically Black colleges and universities, students must be engaged in ***multiculturalism with diverse outcomes*** based on the students' backgrounds and interests to better prepare them for graduate programs, careers, and society in the United States and around the world. 186

32. Building the Movement to End Educational Inequity, Wendy Kopp, *Phi Delta Kappan,* June 2008
Teach for America was established on the premise of addressing ***educational inequity.*** When children grow up in poverty, they tend to remain academically behind other children. If children of poverty graduate from high school, there is little hope academically or financially of them attending college, entering a career, or contributing to society. Classroom teachers provide the means for ***children in poverty*** to possibly overcome their challenges. Teach for America has launched initiatives to prepare classroom teachers and school administrators to work with underserved populations through local programs and community collaborations. 198

UNIT 7
Providing Professional Development for Teachers

Unit Overview 200

33. Sustaining Ourselves under Stressful Times: Strategies to Assist Multicultural Educators, Penelope Wong and Anita E. Fernández, *Multicultural Education,* Spring 2008
It is well documented that teacher candidates exhibit continued resistance to learning effective multicultural education concepts and practices and for becoming ***multicultural educators.*** Resistance also occurs among educators in P-12 as well as higher education institutions, including teacher education programs. The authors have developed a theoretical framework described through multiple dimensions for multicultural educators to use for ***professional development*** to address such resistance to support their work and reduce feelings of despair, hopelessness, and burnout. 202

The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide.

34. The Promise of Black Teachers' Success with Black Students, H. Richard Milner, IV, *Educational Foundations,* Summer/Fall 2006
Research on Black teachers shows that they contribute to the ever-growing literature about successful teachers of Black students with results that benefit all teachers. The research also indicates that some current guidelines advance the success of Black students. Careful to avoid professional racism, the author analyzes the Black teachers and their multiple roles, identities, and contributions in constructing culturally informed relationships and advancing academically connected accomplishments that both equip and empower Black students for higher education, professional careers, and social responsibilities. **208**

35. Approaches to Diversifying the Teaching Force: Attending to Issues of Recruitment, Preparation, and Retention, Ana María Villegas and Danné E. Davis, *Teacher Education Quarterly,* Fall 2007
The shortage of ***teachers of color*** results in unfortunate consequences for all students, especially students of color. Recruitment of teacher candidates of color should become a greater priority that begins in elementary and middle school continuing through high school and community colleges where students of color are enrolled. Support from institutions as well as communities of color can strengthen the commitment of teacher candidates and ***novice teachers of color*** in becoming teachers and staying in ***teacher education*** serving as models for future teachers of color. **216**

36. Collaborative Recruitment of Diverse Teachers for the Long Haul—TEAMS: Teacher Education for the Advancement of a Multicultural Society, Marci Nuñez and Mary Rose Fernandez, *Multicultural Education,* Winter 2006
The authors explore issues in teacher education and what it takes to achieve greater cultural diversity in the recruitment of new teacher education students. They argue the merits of ***cultural diversity in teacher recruitment,*** and they describe a program called ***TEAMS (Teacher Education for the Advancement of a Multicultural Society).*** What leads to ***culturally responsive pedagogy*** is discussed. **222**

37. Ain't Nothin' Like the Real Thing: Preparing Teachers in an Urban Environment, Nancy Armstrong Melser, *Childhood Education,* Annual Theme 2006
The author discusses how students becoming teachers can learn to teach in multiculturally diverse ***urban school settings.*** She provides a brief overview as to how the American school populations are becoming more diverse while the American teaching cadre is witnessing a decline in the numbers of ***teachers from minority cultures.*** She describes an "urban semester program" in a particular ***teacher education*** program. **228**

Test-Your-Knowledge Form **232**

Article Rating Form **233**

The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide.