

MAKING CHOICES FOR MULTICULTURAL EDUCATION

Five Approaches to Race, Class, and Gender

Sixth Edition



CHRISTINE E. SLEETER | CARL A. GRANT

Making Choices For Multicultural Education Five Approaches To Race Class And Gender

Carl A. Grant, Thandeka K. Chapman



Making Choices For Multicultural Education Five Approaches To Race Class And Gender:

Making Choices for Multicultural Education Christine E. Sleeter, Carl A. Grant, 2008-10-13 Focusing on what multicultural education actually looks like in the classroom *Making Choices for Multicultural Education* Sixth Edition encourages all to examine the latest theoretical perspectives on multicultural education as well as personal beliefs about classroom diversity The authors show how schools reflect broad patterns of institutional discrimination and then offer five different approaches to addressing such problems in the classroom [Making Choices for Multicultural Education](#) Christine E. Sleeter, Carl A.

Grant, 1999-01-01 **Turning on Learning** Carl A. Grant, Christine E. Sleeter, 2008-10-28 With a wealth of ready to use lesson plans for grade levels K 12 covering a variety of subject areas *Turning on Learning* Fifth Edition shows students how to apply the principles of multicultural education in the classroom This practical lesson based companion to Sleeter and Grant's *Making Choices for Multicultural Education Five Approaches to Race Class and Gender* features additional lesson plans and new resource material along with updates of existing lesson plans [Studyguide for Making Choices for Multicultural Education](#) Cram101 Textbook Reviews, 2013-05 Never HIGHLIGHT a Book Again Virtually all testable terms concepts persons places and events are included Cram101 Textbook Outlines gives all of the outlines highlights notes for your textbook with optional online practice tests Only Cram101 Outlines are Textbook Specific Cram101 is NOT the Textbook Accompanys 9780521673761

Multicultural Education as Social Activism Christine E. Sleeter, 1996-07-03 Connecting multicultural education with political issues of power and struggle this book explores what multicultural education means to white people given the unequal racial power relations in the U S and worldwide It examines connections between race gender and social class particularly as these connections play out for white women While taking a feminist perspective the author is also wary of the power white middle class women exercise in defining what counts as gender issues Throughout the book Sleeter argues that multicultural education was born in political struggle and can never meaningfully be disconnected from politics Ultimately the quest for schooling for social justice is a political quest rather than a technical issue

Multicultural Education PATRICIA RAMSEY; LESLIE R. WILLIAMS; EDWINA VOLD., 2003 [Making Choices for Multicultural Education](#) Christine E. Sleeter, Carl A. Grant, 2003 This leading book examines the meaning of multicultural education from historical and conceptual perspectives It provides a thorough analysis of the theory and practice of five major approaches to dealing with race language social class gender disability and sexual orientation in today's classrooms **The Common School and the Comprehensive Ideal** Mark Halstead, Graham Haydon, 2009-02-23 A topical and provocative volume that invites consideration of the most fundamental issues concerning future educational provision what is the purpose of our schools and what should we do in them Cutting edge research by contributors who are leading figures internationally in philosophy and education for whom these issues have been particular points of concern Includes a substantial keynote essay by leading philosopher of education Richard Pring which is the springboard for the complementary essays that follow

Engages with questions Pring raises under five themes defending and questioning the comprehensive ideal common schools in multicultural societies common schools and religion school choice and the comprehensive ideal and common schools and inclusion Dedicated to the memory of Terence H McLaughlin whose tireless pursuit of the philosophical questions and challenges raised by the common school and the comprehensive ideal is emulated in these pages **Through White Noise** Khalida Tanvir Syed, 2012-10-17 Through White Noise is structured around poetry and personal stories about living in liminal space that requires and encourages cultural sensitivity awareness and commitment for a just society A prominent theme in this book is the challenge of reconciling the ideal of Canadian multiculturalism with experiences of marginalization and stereotyping Before her arrival Khalida imagined her new homeland as a multicultural rainbow arched over a diversity of races beliefs and practices Entering Winnipeg in the middle of winter she was greeted with a white world white people white snow covered ground white trees and a pale blue sky Jon is a Caucasian professor from England who has a privileged position as an academic citizen He felt responsible for enhancing his students awareness of their perceptions and the role they have in their teaching practices Reena is a South Asian professor living in Quebec whose voice is combined with other educators as they address different racisms The book inspires readers to embrace teaching and learning relationships that respect the dynamic spaces we live in locally and globally Photo collage by Ray Dirks Director Mennonite Heritage Centre Gallery Winnipeg **Global Constructions of Multicultural Education** Carl A. Grant, Joy L. Lei, 2001-06 Provides a comparative understanding of the global range of multicultural issues in education and the types of approaches being used to address them Presents different ways to think talk and research about issues of diversity and the effects of power

Handbook of Research on the Education of Young Children Bernard Spodek, Olivia N. Saracho, 2014-01-27 The Handbook of Research on the Education of Young Children Second Edition is an essential reference on research in early childhood education not only in the United States but throughout the world It provides a comprehensive overview of important contemporary issues and the information necessary to make judgments about these issues The field has changed significantly since the publication of the first edition of this Handbook in 1993 creating a need for an update The Handbook of Research on the Education of Young Children Second Edition is thus focused on research conducted over the past decade or so The volume is organized in four parts Early Childhood Education and Child Development New in this edition moral development the development of creativity Early Childhood Educational Curriculum New in this edition movement or dance education the education of linguistically and culturally diverse children Foundations of Early Childhood Educational Policy New in this edition childhood poverty the education of bilingual children Research and Evaluation Strategies for Early Childhood Education New in this edition doing historical research in early childhood education postmodern and feminist orientations The Handbook of Research on the Education of Young Children Second Edition makes the expanding knowledge base related to early childhood education readily available and accessible It is a valuable tool for all who work and study in

the field **Intercultural and Multicultural Education** Carl A. Grant, Agostino Portera, 2010-09-13 By addressing intercultural and multicultural education in a global context this volume brings together the dynamic discussions and lively debate of intercultural and multicultural education taking place across the world Not content with discussion of theory or practice at the expense of the other this collection of essays embodies dialogical praxis by weaving together a variety of epistemologies ideologies historical circumstances pedagogies policy approaches curricula and personal narratives Contributors take readers to the countries schools and nongovernmental agencies where intercultural education and multicultural education either collectively or singularly are active often central concepts or practices in the daily educational undertaking and discourse of society Readers are also informed about how intercultural education and or multicultural education within a country came to be and will learn about the debates over intercultural education and or multicultural education at both the government and local level Practicing What We Teach Renée J. Martin, 1995-01-01 This book provides new teachers with concepts and pedagogical strategies designed to enhance the unique and individual characteristics of an increasingly diverse student population **Identity and Pedagogy in Higher Education** Kalwant Bhopal, Patrick Danaher, 2013-02-28 Kalwant Bhopal and Patrick Danaher examine race identity and gender within education and explore the difficulties of relating these concepts to the experience of students in higher education In drawing together the experience of local and international students in the UK and in Australia they examine the ways identities are understood and conceptualized within higher education in local contexts and on a global level They consider the complexity of race gender and identity in relation to education within the context that education continues to be dominated by predominantly white middle class values and perspectives Identity and Pedagogy in Higher Education examines the extent to which education as a vehicle for change in the light of the controversial debates surrounding race and gender inequalities

Ideologies in Education Lilia I. Bartolomé, 2008 Exposes the invisible yet pervasive nature of oppressive dominant ideologies the urgent need to articulate their existence and the harmful impact they have on education The solutions to many of the educational challenges facing subordinated students are not purely technical or methodological in nature but are instead rooted in commonly unacknowledged discriminatory ideologies and practices The invisible foundation hegemonic ideologies that inform our perceptions and treatment of subordinated students needs to be made explicit and studied critically in order to comprehend the challenges presented in minority education and possible solutions more accurately Confronts the continuing existence and vigorous resurgence of not easily named discriminatory perspectives toward students from subordinated cultural groups as well as their numerous manifestations in schools and identifies the measures necessary to neutralize unequal material conditions and biased beliefs From publisher description History of Multicultural Education Volume 2 Carl A. Grant, Thandeka K. Chapman, 2012-12-06 This benchmark 6 volume set documents analyzes and critiques a comprehensive body of research on the history of multicultural education in the U S The volumes reflect the

tenets of multicultural education its history its present and individuals whose work has contributed significantly to equity and social justice for all citizens By collecting and providing a framework for key publications spanning the last 30 40 years this set provides a means of understanding and visualizing the development implementation and interpretation of multicultural education in American society The volumes do not promote any one scholar s or group s vision of multicultural education but include conflicting ideals that inform multiple interpretations Each volume contains archival documents organized around a specific theme Conceptual Frameworks and Curricular Content Foundations and Stratifications Instruction and Assessment Policy and Governance Students and Student Achievement Teachers and Teacher Education The historical time line within each volume illustrates the progression of research and theory on its theme and encourages readers to reflect on the changes in language and thinking concerning educational scholarship in that area

History of Multicultural Education:

Foundations and stratifications Carl A. Grant, Thandeka K. Chapman, 2008 This benchmark 6 volume set documents analyzes and critiques a comprehensive body of research on the history of multicultural education in the U S The volumes reflect the tenets of multicultural education its history its present and individuals whose work has contributed significantly to equity and social justice for all citizens By collecting and providing a framework for key publications spanning the last 30 40 years this set provides a means of understanding and visualizing the development implementation and interpretation of multicultural education in American society The volumes do not promote any one scholar s or group s vision of multicultural education but include conflicting ideals that inform multiple interpretations Each volume contains archival documents organized around a specific theme Conceptual Frameworks and Curricular Content Foundations and Stratifications Instruction and Assessment Policy and Governance Students and Student Achievement Teachers and Teacher Education The historical time line within each volume illustrates the progression of research and theory on its theme and encourages readers to reflect on the changes in language and thinking concerning educational scholarship in that area

The Oxford Handbook of Philosophy of Education Harvey Siegel, 2009-11-12 A general introduction to key issues in the philosophy of education The chapters are accessible to readers with no prior exposure to philosophy of education and provide both surveys of the general domain they address and advance the discussion in those domains

Intersectionality and Urban Education

Carl A. Grant, Elisabeth Zwier, 2014-08-01 In urban education urban is a floating signifier that is imbued with meaning positive or negative by its users Urban can be used to refer to both the geographical context of a city and a sense of less than most often in relation to race and or socioeconomic status Watson 2011 For Noblit and Pink 2007 Urban rather is a generalization as much about geography as it is about the idea that urban centers have problems problems of too many people too much poverty too much crime and violence and ultimately too little hope p xv Recently urban education scholars such as Anyon 2005 Pink and Noblit 2007 Blanchett Klinger and Harry 2009 and Lipman 2013 have elucidated the social construction of oppression and privilege for urban students teachers schools families and communities using intersectionality

theories Building on their work we see the need for an edited collection that would look across the different realms of urban education theorizing identity markers in urban education education in urban schools and communities thinking intersectionally in teacher education higher education educational policies urban spaces seeking to better understand each topic using an intersectional lens Such a collection might serve to conceptually frame or provide methodological tools or act as a reference point for scholars and educators who are trying to address urban educational issues in light of identities and power Secondly we argue that education questions and or problems beg to be conceptualized and analyzed through more than one identity axis Policies and practices that do not take into account urban students intertwining identity markers risk reproducing patterns of privilege and oppression perpetuating stereotypes and failing at the task we care most deeply about supporting all students learning across a holistic range of academic personal and justice oriented outcomes Can educational policies and practices address the social justice issues faced in urban schools and communities today We argue that doing intersectional research and implementing educational policies and practices guided by these frameworks can help improve the fit Particular attention needs to be paid to intersectionality as a lens for educational theory policy and practice As urban educators we would be wise to consider the intertwining of these identity axes in order to better analyze educational issues and engage in teaching learning research and policymaking that are better tuned to the needs of diverse students families and communities

History of Multicultural Education Volume 5 Carl A. Grant, Thandeka K. Chapman, 2013-10-23 This benchmark 6 volume set documents analyzes and critiques a comprehensive body of research on the history of multicultural education in the U S The volumes reflect the tenets of multicultural education its history its present and individuals whose work has contributed significantly to equity and social justice for all citizens By collecting and providing a framework for key publications spanning the last 30 40 years this set provides a means of understanding and visualizing the development implementation and interpretation of multicultural education in American society The volumes do not promote any one scholar s or group s vision of multicultural education but include conflicting ideals that inform multiple interpretations Each volume contains archival documents organized around a specific theme Conceptual Frameworks and Curricular Content Foundations and Stratifications Instruction and Assessment Policy and Governance Students and Student Achievement Teachers and Teacher Education The historical time line within each volume illustrates the progression of research and theory on its theme and encourages readers to reflect on the changes in language and thinking concerning educational scholarship in that area

Reviewing **Making Choices For Multicultural Education Five Approaches To Race Class And Gender**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**Making Choices For Multicultural Education Five Approaches To Race Class And Gender**," an enthralling opus penned by a highly acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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