

Rethinking Schools

SPRING/SUMMER 2012 CATALOG

Education
Resources
for Equity
and Justice



105 Equity

RETHINKING SCHOOLS

Your best resource for news, ideas, and activism in social justice education.

For 25 years, Rethinking Schools has been a voice for progressive educators, nourishing grassroots activism for social, racial, and educational justice at all levels, from individual classrooms to national politics. Our award-winning magazine and growing catalog of books provide clear and concrete examples of what it means to teach for equality and social/ecological justice.

To ensure that we are able to continue providing the quality resources and searing analysis you expect from us, we are going to begin limiting the amount of free content available on our website, starting June 1, 2012. It's important to us to share our content for low or no cost, but we need to survive in order to continue to be a relevant and activist voice for social justice education for years to come.

We will continue to provide select articles, current features, and our editorials for free.

For complete access to our online archives, join our community of subscribers for as little as \$14.95 per year. Every subscriber receives unlimited access to our archives as well as a digital download or print edition of our award-winning magazine.

For the University Community: Student Online Access

As teacher educators, you need students to have access to the articles you assign as part of your syllabus—and we hope some of these articles are from *Rethinking Schools*. We value your partnership and want to continue to be accessible to you and your students.

We are excited to offer a new opportunity for college students to be introduced to *Rethinking Schools* and the benefits that come along with being part of our community.

Online Student Access will begin June 1, 2012

Students can access the full content of our digital archives for an entire year by purchasing student access for the low price of \$9.95. The fee includes access to all the articles in the current issue of the magazine, and every article in our online archive.

If you have any questions, please contact Kris Collett Outreach/Marketing Director, at 414-964-9646 or kris@rethinkingschools.org.

“This award winning non-profit organization should be on the professional development radar of every public school teacher in the United States. Their dedication to teaching for social justice and equity in education has been a beacon of hope for thousands of teachers in every state and each Canadian province. Rethinking Schools honors the integrity of the public school and welcomes each of us to find our voice and participate in the ongoing conversation of ‘rethinking our schools and our society.’”

TOBY KAHN-LOFTUS, Region 10 coordinator, Michigan Council of Teachers of English



Cover artwork by Jordin Isip. Used with permission.



Rethinking Schools

Rethinking Schools is a must-read for everyone involved in education: first-year teachers and seasoned veterans, parents and community activists. Crammed with innovative teaching ideas, valuable resources, and analyses of important issues and organizing, *Rethinking Schools* is a priceless source for educators who want to enlist students in thinking deeply and critically about the world today.

Whether it's Race to the Top or No Child Left Behind, U.S. education policy continues to force schools toward scripted curriculum and standardized tests. *Rethinking Schools* provides an alternative vision of schooling, based on the creative commitment of teachers and grounded in students' daily lives. Each issue offers a wide range of articles portraying classrooms that are academically rigorous, anti-racist, multicultural, and engaging. *Rethinking Schools* offers hope by being both practical and visionary.

Digital Subscription Options!

Rethinking Schools' eco-friendly digital edition has several advantages over the print edition. Digital issues arrive *earlier* than the printed copies. The electronic format enables readers to *search* for key words. And website listings in the magazine are *hot-linked*, providing quick access to additional information about a topic or a new educational resource. (Digital subscribers will be sent an email with a link that will allow them to download the issue as a PDF and/or print it out.)

Subscription Rates

Print only

Three years \$39.95 (Save \$31.45 off cover price!)
Two years..... \$29.95 (Save \$17.65 off cover price!)
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Three years \$34.95 (Save \$36.45 off cover price!)
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One year \$24.95 (Save \$9.95 off the combined print and digital rates!)

For print and combined digital/print options:

Subscriptions to Canada and Mexico add \$5 per year.
Other international subscriptions add \$10 per year.

Introduce Your Students to Rethinking Schools

If you are a teacher educator, consider having your students take out a one-year subscription to *Rethinking Schools* as reading for your course. One-year digital rates are only \$14.95 and they will have complete access to our archives as well. *Rethinking Schools* offers a range of timely articles not likely to be found in a single textbook. It is ideal for encouraging lively class discussions, stimulating student interest in a host of research projects, and introducing future teachers to vivid examples of classroom teaching that promotes community, justice, and equality while building academic skills.

New from Rethinking Schools!

PENCILS DOWN **Rethinking High-Stakes Testing and** **Accountability in Public Schools**

Edited by **Wayne Au and Melissa Bollow Tempel**

This powerful collection from our award-winning magazine takes high-stakes standardized tests to task. Despite overwhelming evidence that tests are invalid ways to measure teaching and learning—and continuing signs of their unjust effects on students and teachers—“reformers” and policymakers continue to force high-stakes tests into our public schools. Through articles that provide thoughtful and passionate critiques from the frontlines of education, *Pencils Down* exposes the damage that standardized tests wreak on our education system and the human beings who populate it. Better yet, it offers visionary forms of assessment that are not only more authentic, but also more democratic, fair, and accurate.

In six sections, authors including Linda Darling-Hammond, Monty Neill, Gloria Ladson-Billings, Greg Michie, Bill Bigelow, and Barbara Miner, cut through the clutter and provide searing insight into why and how we need to rethink high-stakes testing in our public schools.

Testing, Testing, 1, 2, 3 presents an overview of the enduring problems with standardized tests.

Testing Kids offers views from the classroom of how testing is dumbing down the curriculum.

Testing Teaching highlights the ways high-stakes testing stifles instruction, de-professionalizes teaching, and corrupts the credentialing process.

Testing the Tests analyzes problems with tests including their validity as a form of measurement and the inconsistency in their results.

Resisting and Responding to High-Stakes Testing looks at a wide range of efforts communities have employed to oppose the testing regime.

Beyond High-Stakes Standardized Testing focuses on authentic forms of assessment.

April 2012, Paperback, 300 pages, ISBN: 978-0-942961-51-5

Only \$24.95! Plus shipping and handling.

“Here, in one place, is a collection that looks at standardized testing and its alternatives in exactly the ways useful to teachers, parents, and teachers of teachers! What an enormous contribution to us all. It can change what you do at your school—tomorrow.”

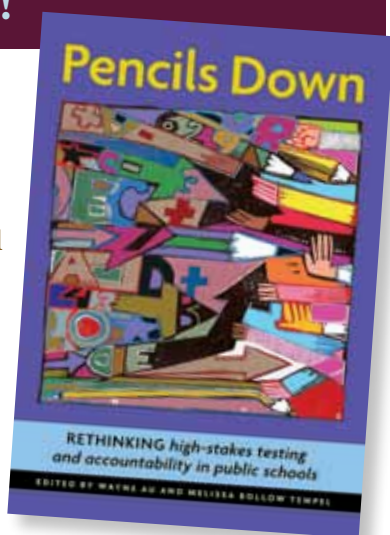
DEBORAH MEIER, author of *The Power of Their Ideas* and Save Our Schools steering committee member

“No questions asked, *Pencils Down* is one of the most comprehensive, scholarly (and yet eminently readable) take-downs of the nation’s testing craze ever produced. Combining a just-right mix of quantitative analysis, with the compelling personal narratives of educators trying to reach children in ways a test can never measure, this volume is a must read for teachers, administrators, parents, and policy makers.”

TIM WISE, author of *White Like Me: Reflections on Race from a Privileged Son* and *Dear White America: Letter to a New Minority*

“A complete exposure of the damages of high-stakes testing and sensible suggestions of alternatives with compelling stories, insightful analyses, and clear action plans.”

YONG ZHAO, presidential chair and associate dean, College of Education, University of Oregon, and author of *Catching Up or Leading the Way: American Education in the Age of Globalization*



RETHINKING ELEMENTARY EDUCATION

Edited by Linda Christensen, Mark Hansen, Bob Peterson, Elizabeth Schlessman, and Dyan Watson

Rethinking Elementary Education collects the finest writing about elementary school life and learning from 25 years of *Rethinking Schools* magazine. The thoughtful and inspiring articles in this collection offer practical insights about how to integrate the teaching of content with a social justice lens, seek wisdom from students and their families, and navigate stifling tests and mandates.

Teachers and parents will find both inspiration and hope in these pages. Teacher educators will find this collection an indispensable resource.

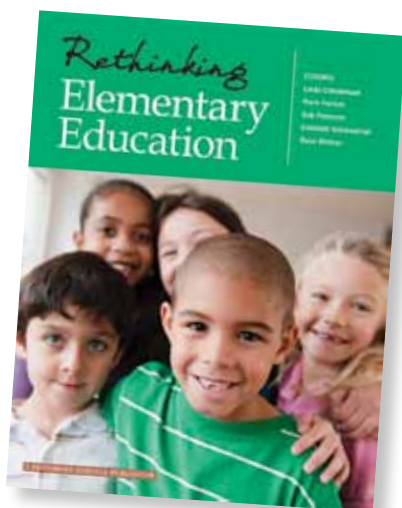
This volume is the new classic for elementary education, in six parts:

1. *Building Classroom Community.*
2. *Reading and Writing Toward a More Just World.*
3. *Minding Media.*
4. *Math is More than Numbers.*
5. *Laboratory for Justice: Science Across the Curriculum.*
6. *The Classroom, the School, the World.*

Contributing authors include Alfie Kohn, GERALYN BYWATER McLaughlin, Mary Cowhey, Margot Pepper, Kate Lyman, and Melissa Bollow Tempel.

April 2012, Paperback, 320 pages, ISBN: 978-0-942961-52-2

Only \$24.95! Plus shipping and handling.



“This is an essential book that will transform how we see elementary education. Both clear and profound, this honest book provides inspiration, invites reflection, and through engaging real life examples of classrooms, shows that in spite of all the external restriction placed on our schools, we can be the teachers we want to be and give all children the education they deserve.”

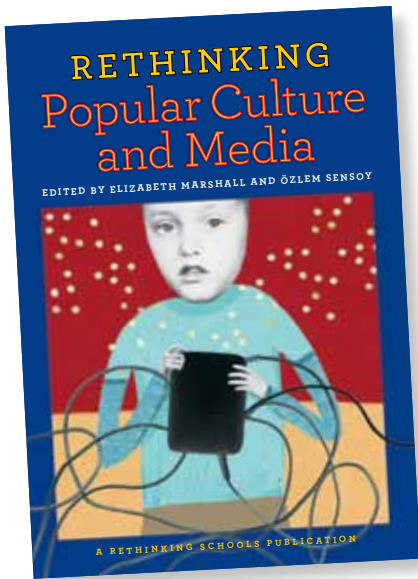
ALMA FLOR ADA, professor emerita, University of San Francisco, and author of numerous books for children and educators, including *A Magical Encounter: Latino Children’s Literature in the Classroom*

“Chapter after chapter, teachers take your breath away with the power of their teaching, demonstrating practices that help the children in their care ‘live the curriculum.’ This is a much needed look at how, despite the mandates to the contrary, teachers might make curriculum relevant to children, connecting it to their lives by addressing the big issues that surround them.”

JEROME C. HARSTE, Martha Lea and Bill Armstrong Chair Emeritus of Teacher Education, Indiana University

“Both powerful and practical. The stories are direct from the classroom and offer testimony to the opportunities for creating real-world curriculum, based on the lives of our children and their families. I truly loved the collection and will use it with both pre-service and inservice teachers I work with. Highly recommended!”

RUTH SHAGOURY, Mary Stuart Rogers Professor of Education, Lewis & Clark College, and author of *Raising Writers: Understanding and Nurturing Young Children’s Writing Development*



RETHINKING POPULAR CULTURE AND MEDIA

Edited by Elizabeth Marshall and Özlem Sensoy

Rethinking Popular Culture and Media is a provocative collection of articles drawn from *Rethinking Schools* magazine. It begins with the idea that the “popular” in classrooms and in the everyday lives of teachers and students is fundamentally political. This anthology includes outstanding articles by elementary and secondary public school teachers, scholars, and activists who examine how and what popular toys, books, films, music, and other media “teach.” These thoughtful essays offer strong critiques and practical teaching strategies for educators at every level.

Rethinking Popular Culture and Media features more than 45 articles, divided into six sections: Study the Relationship Between Corporations and Schooling; Critique How Popular Culture and Media Frame Historical Events and Actors; Examine Race, Class, Gender, Sexuality, and Social Histories in Popular Culture and Media; View and Analyze Representations of Teachers, Youth, and Schools; Take Action for a Just Society; Use Popular Culture and Media to Transgress. Writers include Wayne Au, Bill Bigelow, Linda Christensen, Barbara Ehrenreich, Ellen Goodman, Herb Kohl, Gregory Michie, Bob Peterson, and Renée Watson.

2011 • Paperback • 340 pages • ISBN: 978-0-942961-48-5

Only \$18.95!

Plus shipping and handling.

PDF version available online for only \$13.95!

“*Rethinking Popular Culture and Media* is essential reading for all educators. Its gripping essays are written by teachers courageously helping students of all ages grapple with our media-saturated, commercially driven society. Their passion and experiences provide fodder, hope, and roadmaps for anyone committed to using the classroom to help children think critically and live creatively.”

SUSAN LINN, Harvard Medical School, co-founder and director of the Campaign for a Commercial-Free Childhood, author of *Consuming Kids: the Hostile Takeover of Childhood*

“This superb collection is based on the editors’ belief that popular culture *matters*, that it is a place where young people’s identities are both expressed and shaped by forces beyond their control. The starting point of any defense and reaction to this environment is critical reflection. The essays collected here will provide teachers and educators with an invaluable resource to think creatively about their own pedagogical activities in the classroom. Should be required reading for anyone dealing with issues of young people, media, and popular culture.”

SUT JHALLY, professor of communication, University of Massachusetts at Amherst, founder and executive director, Media Education Foundation

NEW EDITION! Revised and expanded!

THE NEW TEACHER BOOK Finding Purpose, Balance, and Hope During Your First Years in the Classroom

Edited by Terry Burant, Linda Christensen,
Kelley Dawson Salas, and Stephanie Walters

Teaching is a lifelong challenge, but the first few years in the classroom are typically a teacher's hardest. Since *The New Teacher Book* first came out in 2004, it has sold more than 50,000 copies and become an invaluable resource for new teachers entering the classroom.

This expanded collection of writings and reflections—some by new teachers, others by veterans with decades of experience to share—offers practical guidance on how to effectively navigate the school system, how to form rewarding professional relationships with colleagues, and how to connect in meaningful ways with students and families from all cultures and backgrounds. It will help new teachers, from kindergarten through high school, sustain the passion and ideals that led them to teaching, and channel that energy into the day-to-day reality of working in a school.

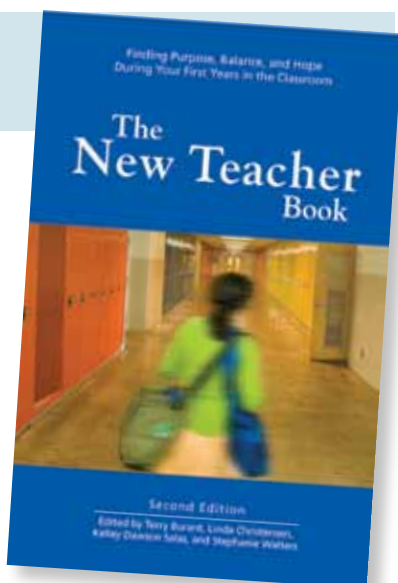
Many teacher education programs also give *The New Teacher Book* to students as they begin student teaching or upon graduation. School districts have included it as part of their new teacher orientations.

2010 • Paperback • 384 pages • ISBN: 978-0-942961-47-8

Only \$18.95!

Plus shipping and handling.

PDF version available online for only \$13.95!



“Just when new teachers might feel that it’s time to throw in the towel, *The New Teacher Book* makes its appearance with stimulating stories, ideas, and encouragement that remind teachers why they entered the profession in the first place. Grounded in a deep respect for teachers, the articles, ideas, and resources will inspire and motivate all educators, not just those new to the profession. By questioning the stale prescriptions and taken-for-granted practices so common in education today, this book sends a powerful message that education is above all about social justice.”

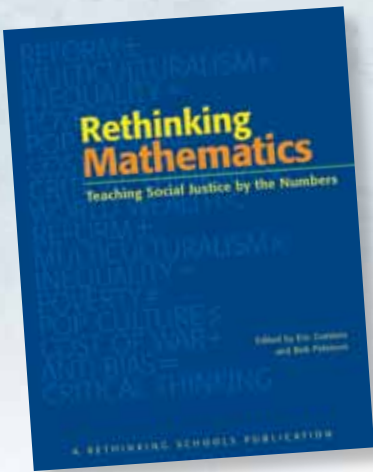
SONIA NIETO, professor emerita, University of Massachusetts, Amherst

“*The New Teacher Book* is full of insight and wisdom—much of it hard-won—from educators committed to their profession, their colleagues, their students, and to social justice. New (and ‘old’) teachers, teacher educators, and mentors will find themselves nodding in recognition and leaving this page-turner inspired and recommitted.”

LINDA DARLING-HAMMOND, Charles E. Ducommun Professor of Education, Stanford University

“Provides an abundance of wisdom, ideas and insight for not only surviving, but thriving in those first critical years of teaching.”

Humane Education



RETHINKING MATHEMATICS Teaching Social Justice by the Numbers

Edited by Eric Gutstein and
Bob Peterson

In this unique collection, more than 30 articles show how to weave social justice issues throughout the mathematics curriculum, as well as how to integrate mathematics into other curricular areas.

Rethinking Mathematics offers teaching ideas, lesson plans, and reflections by practitioners and mathematics educators. This is real-world math—math that helps students analyze problems as they gain essential academic skills.

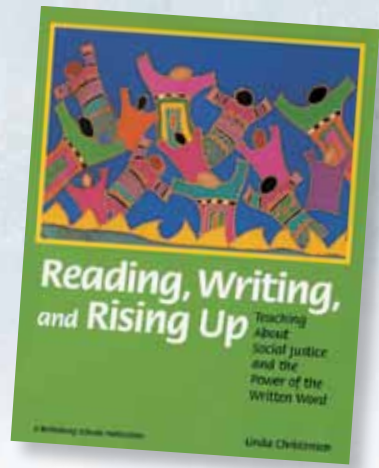
This book offers hope and guidance for teachers to enliven and strengthen their math teaching. It will deepen students' understanding of society and help prepare them to be critical, active participants in a democracy. Blending theory and practice, this is the only resource of its kind.

2005 • Paperback • 180 pages
ISBN: 978-0-942961-54-6

Only \$16.95! Plus shipping and handling.

“An amazing collection of articles and lesson plans that infuse mathematics with a relevancy that will excite students. Use this as a supplement to your math class and you might no longer hear, ‘Why do we have to learn this?’ A must-have book not only for math teachers but for all teachers concerned with equity and social justice.”
Teaching Tolerance

“A significant contribution to the literature on social justice and mathematics education.”
Teachers College Record



READING, WRITING, AND RISING UP Teaching About Social Justice and the Power of the Written Word

By Linda Christensen

“My students walk out the school door into a social emergency,” Linda Christensen writes. “They are in the center of it. I believe that writing is a basic skill that will help them both understand that emergency and work to change it.” This practical, inspirational book offers essays, lesson plans, handouts, and a remarkable collection of student writing, all rooted in an unwavering focus on language arts teaching for justice.

2000 • Paperback • 196 pages
ISBN: 978-0-942961-25-6

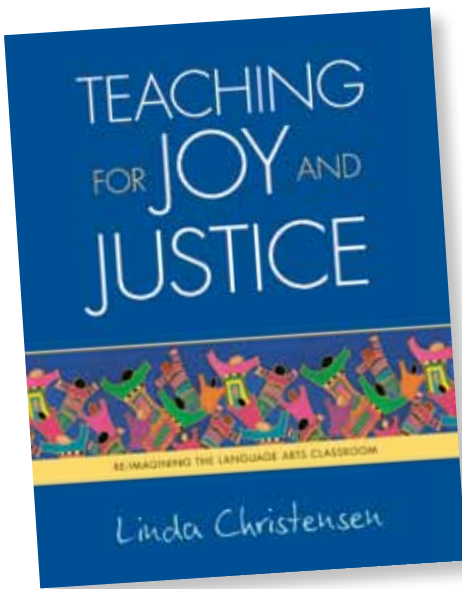
Only \$19.95! Plus shipping and handling.

PDF version available online for only \$14.95!

“This book is packed with delightful and honest student writing and full of straightforward lesson strategies. It is theoretically smart, professionally informed, and consistently hopeful. Above all, it is realistic in a way that aspiring and practicing teachers will truly appreciate.” *English Journal*

“This profound work of emancipatory pedagogy brings together theory, classroom practice, personal narrative, and student work. Linda Christensen is a talented, brilliant teacher, who has distilled her 24 years with students in a rainbow classroom into a major accomplishment.”

GENEVA SMITHERMAN, University Distinguished Professor, Michigan State University, and author of *Talkin’ That Talk: Language, Culture, and Education in African America*



TEACHING FOR JOY AND JUSTICE Re-imagining the Language Arts Classroom

By Linda Christensen

Teaching for Joy and Justice is the much-anticipated sequel to Linda Christensen's bestselling *Reading, Writing, and Rising Up*. Christensen is recognized as one of the country's finest teachers. Her latest book shows why. Christensen demonstrates how she draws on students' lives and the world to teach poetry, essays, narratives, and critical literacy skills. *Teaching for Joy and Justice* reveals what happens when a teacher treats all students as intellectuals, instead of intellectually challenged. Part

autobiography, part curriculum guide, part critique of today's numbing standardized mandates, this book sings with hope—born of Christensen's more than 30 years as a classroom teacher, language arts specialist, and teacher educator. Practical, inspirational, passionate, this is a must-have book for every language arts teacher, whether veteran or novice. In fact, *Teaching for Joy and Justice* is a must-have book for anyone who wants concrete examples of what it really means to teach for social justice.

2009 • Paperback • 287 pages • ISBN: 978-0-942961-43-0

Only \$19.95!

Plus shipping and handling.

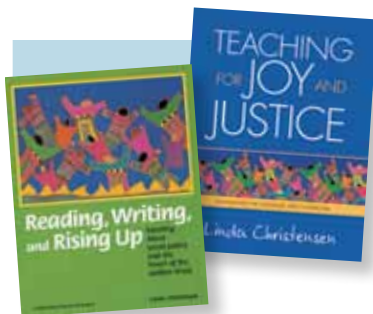
PDF version available online for only \$14.95!

“Linda Christensen creates passionate curriculum, centered on the lives and voices of her students. In *Teaching for Joy and Justice* she shows us how her students come to celebrate their own writing, value themselves, and stand up for others. Writing is embedded in curriculum that matters, in discussion about big ideas, and in literature rich with the full range of human experience. It's a language arts teacher must-read!”

ALLEN WEBB, professor of English education, Western Michigan University and author of *Literature and Lives* and *Literature and the Web*

“This compelling narrative of teaching and learning comes alive right in front of you. I saw my own students, my own classrooms—different names, different cities, but the same challenges, burdens, and promises tapped and untapped. Each chapter is steeped in instructional practices born out of authentic experiences in real classrooms.”

VANESSA G. BROWN, director, Philadelphia Writing Project



BUY THE SET AND SAVE \$9.95!

Buy the set of Linda Christensen's books, *Teaching for Joy and Justice* and her bestselling *Reading, Writing, and Rising Up*, and save 25%.

ISBN: 978-0-942961-44-7

Only \$29.95 per set!

Plus shipping and handling.

From the people who brought you
Rethinking Columbus ...



UNLEARNING "INDIAN" STEREOTYPES

Narrated by Native American children, *Unlearning "Indian" Stereotypes* is a multimedia DVD. It teaches about racial stereotypes and provides an introduction to Native American history through the eyes of children. Included are teaching ideas, lessons, valuable photo images for classroom use, and resources. Useful for elementary through adult education.

Only \$19.95!

Plus shipping and handling.

DVD • 12 minutes, plus teaching guide
ISBN: 978-0-942961-40-9

Originally produced by the Council on Interracial Books for Children in 1977.
Enhanced by Rethinking Schools in 2008.

"Unlearning 'Indian' Stereotypes is an exceptionally useful tool for the classroom. It is eye-opening and eloquent in its simplicity and its clarity."

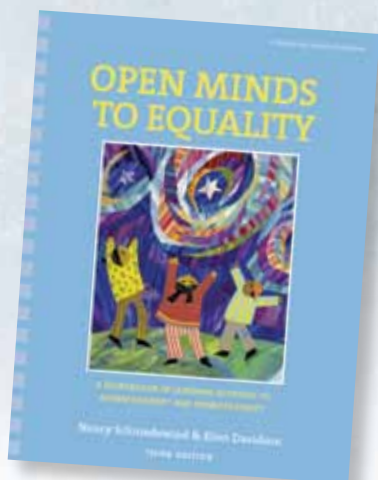
JOSEPH BRUCHAC (ABENAKI), poet, novelist, storyteller, and co-author of *Keepers of the Earth: Native American Stories and Environmental Activities for Children*

"A complete resource for teachers who want to confront stereotypes in classrooms."

Teaching Tolerance

"Nobody speaks with the eloquence and power of children. The words these Native children spoke 30 years ago are relevant in a society that, unfortunately, still reveres stereotypes of American Indians."

DEBBIE REESE (NANBÉ ÓWINGEH), assistant professor of American Indian Studies, University of Illinois at Urbana-Champaign



OPEN MINDS TO EQUALITY A Sourcebook of Learning Activities to Affirm Diversity and Promote Equity

By Nancy Schniedewind and
Ellen Davidson

Open Minds to Equality is an educator's sourcebook of activities to help students understand and change inequalities based on race, gender, class, age, language, sexual orientation, physical/mental ability, and religion. The activities also promote respect for diversity and interpersonal equality among students, fostering a classroom that is participatory, cooperative, and democratic. Learning activities are sequenced to build awareness and understanding. First, students develop skills for building trust, communication, and collaboration. Second, they learn to recognize stereotypes and discrimination and explore their presence in people's lives and in institutions. Finally, students create changes, gaining self-confidence and experiencing collective responsibility. This book is an essential resource for teachers, leaders in professional development, and curriculum specialists.

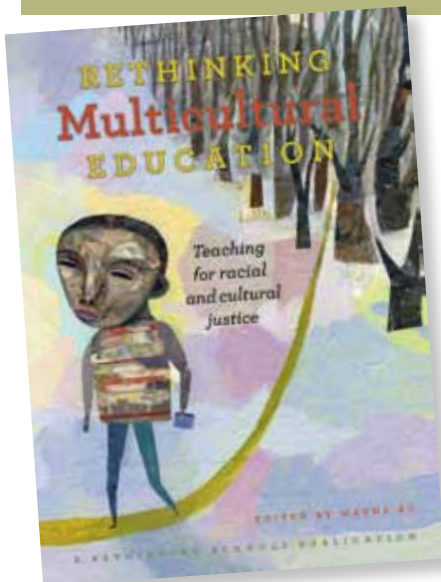
2006 • Paperback • 408 pages
ISBN: 978-0-942961-32-4

Only \$24.95! Plus shipping and handling.

"An outstanding resource for multicultural education and helping children envision and work toward social justice. Every teacher should have a copy of this book, and everyone who prepares teachers should be familiar with it."

CHRISTINE SLEETER, professor emerita,
California State University, Monterey Bay

WINNER OF A 2010 SKIPPING STONES HONOR AWARD!



**RETHINKING
MULTICULTURAL
EDUCATION**
**Teaching for Racial
and Cultural Justice**



Edited by Wayne Au

Rethinking Multicultural Education collects the best articles dealing with race and culture in the classroom that have appeared in *Rethinking Schools* magazine. Moving beyond a simplistic focus on heroes and holidays, foods and festivals, *Rethinking Multicultural Education* demonstrates a powerful vision of anti-racist social justice education.

Practical, rich in story, and analytically sharp, *Rethinking Multicultural Education* reclaims multicultural education as part of a larger struggle for justice and against racism, colonization, and cultural oppression—in schools and society.

Rethinking Multicultural Education features 40 chapters, split into four sections: Anti-Racist Orientations; Language, Culture, and Power; Transnational Identities, Multicultural Classrooms; and Confronting Racism in the Classroom. Among the writers included are the late Asa G. Hilliard III, Lisa Delpit, Geneva Smitherman, Enid Lee, Christine Sleeter, Linda Christensen, Bill Bigelow, Bob Peterson, Stan Karp, Stephen Krashen, Harold Berlak, and Carol Tateishi.

2009 • Paperback • 392 pages • ISBN: 978-0-942961-42-3

Only \$18.95!

Plus shipping and handling.

PDF version available online for only \$13.95!

“*Rethinking Multicultural Education* is both thoughtful and timely. As the nation and our schools become more complex on every dimension—race, ethnicity, class, gender, ability, sexuality, immigrant status—teachers need theory and practice to help guide and inform their curriculum and their pedagogy. This is the resource teachers at every level have been looking for.”

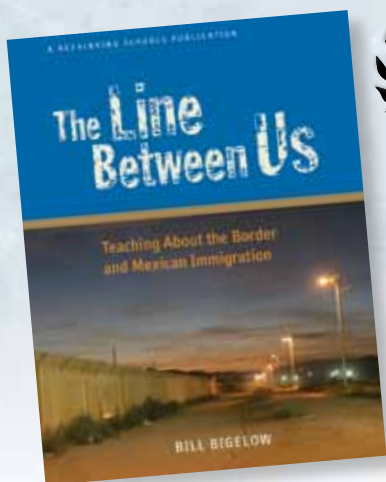
GLORIA LADSON-BILLINGS, professor and Kellner Family Chair in Urban Education, University of Wisconsin–Madison, and author of *The Dreamkeepers: Successful Teachers of African American Children*

“*Rethinking Multicultural Education* is an essential text as we name the schools we deserve, and struggle to bring them to life in classrooms across the land.”

WILLIAM AYERS, teacher, activist, award-winning education writer, and professor, University of Illinois at Chicago

“This important book redefines the meaning of multicultural education. You will read about the struggles and successes of teachers and students engaged in bilingual and multicultural education, the power and potential of language use, strategies to confront racial issues in the classroom, and ways to include critical literacy practices in the curriculum.”

Voices from the Middle



THE LINE BETWEEN US Teaching About the Border and Mexican Immigration

By Bill Bigelow

The U.S. government has taken extraordinary steps to stop immigration from Mexico: more walls, more Border Patrol agents, more technology. Yet every year, hundreds of thousands of undocumented migrants risk their lives crossing the border. Why?

The Line Between Us explores the history of U.S.-Mexican relations and the roots of Mexican immigration, all in the context of the global economy. And it shows how teachers can help students understand the immigrant experience and the drama of border life.

But *The Line Between Us* is about more than Mexican immigration and border issues. It's about imaginative and creative teaching that gets students to care about the world. Using role plays, stories, poetry, improvisations, simulations, and video, veteran teacher Bill Bigelow demonstrates how to combine lively teaching with critical analysis.

A book for teachers, adult educators, community organizers—and anyone who hopes to teach, and learn, about these important issues.

2006 • Paperback • 160 pages
ISBN: 978-0-942961-31-7

Only \$16.95! Plus shipping and handling.

“An imaginative and innovative approach to understanding the U.S.-Mexican border and Mexican immigration.”
Teachers College Record

RETHINKING GLOBALIZATION Teaching for Justice in an Unjust World

Edited by Bill Bigelow and
Bob Peterson

Rethinking Globalization is the best single-volume source for teaching strategies that will help students make sense of an increasingly complicated and scary world. *Rethinking Globalization* alerts readers to the challenges we face—from child labor to sweatshops, from global warming to destruction of the rainforests—and also spotlights the enormous courage and creativity of people working to set things right. This essential resource includes role plays, interviews, poetry, stories, background readings, hands-on teaching tools, and much more.

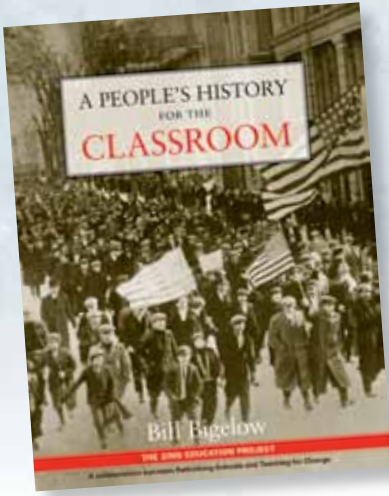
2002 • Paperback • 400 pages
ISBN: 978-0-942961-28-7

Only \$19.95! Plus shipping and handling.
PDF version available online for only \$14.95!

“Chock-full of ideas for helping students understand the many layers of globalization—all of which can be adapted for varying levels, including college and adult education courses.”
Sojourners magazine

“A rich resource for educators who want to teach about global justice from a critical perspective.”
Harvard Educational Review

“An invaluable resource for educators.”
MICHELLE FINE, professor at the Graduate Center, City University of New York



A PEOPLE'S HISTORY FOR THE CLASSROOM

By Bill Bigelow

A People's History for the Classroom helps teachers introduce students to a more accurate, complex, and engaging understanding of U.S. history than is found in traditional textbooks and curricula. It includes a new introductory essay by veteran teacher Bill Bigelow on teaching strategies that align with Howard Zinn's *A People's History of the United States*. This collection of exemplary teaching articles and lesson plans emphasizes the role of working people, women, people of color, and organized social movements in shaping history, and raises important questions about patterns of wealth and power throughout U.S. history. Through improvisations, role plays, imaginative writing, and critical reading activities, students learn about key turning points in U.S. history.

2008 • Paperback • 120 pages
ISBN: 978-0-942961-39-3

Only \$12.95!

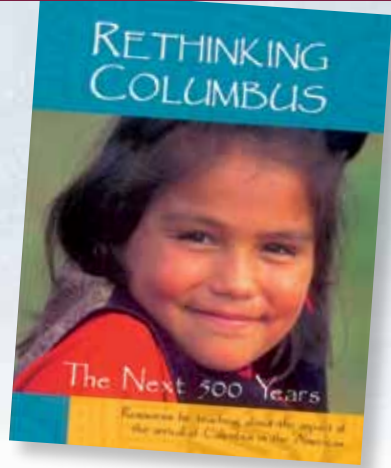
Plus shipping and handling.

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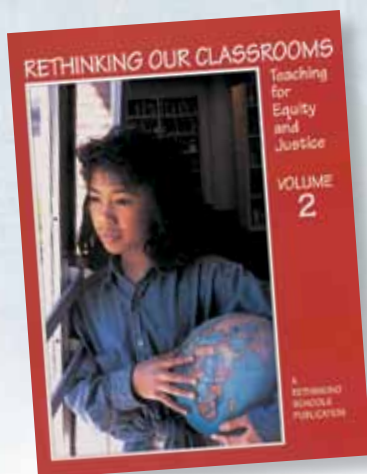
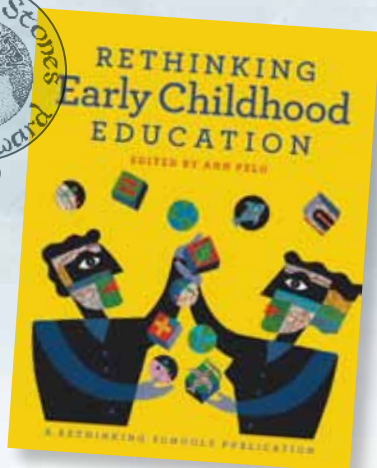
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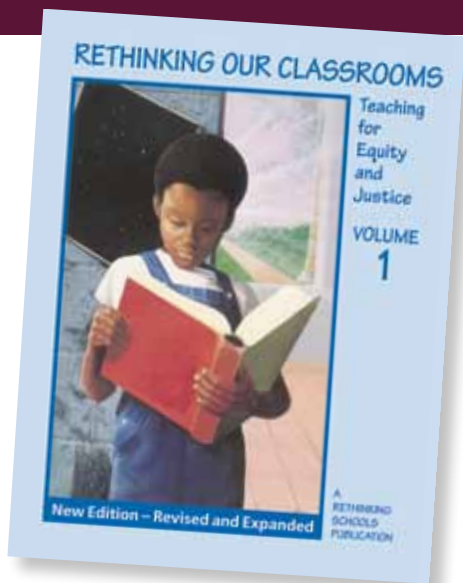
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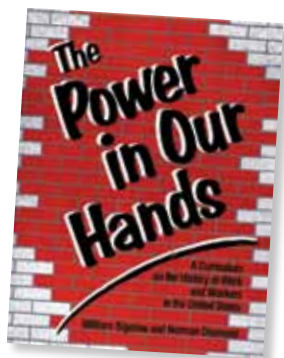
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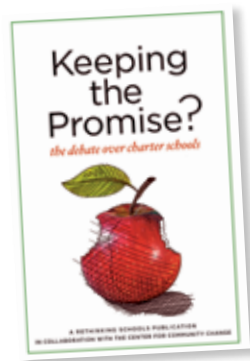
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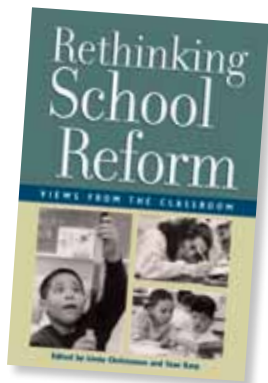
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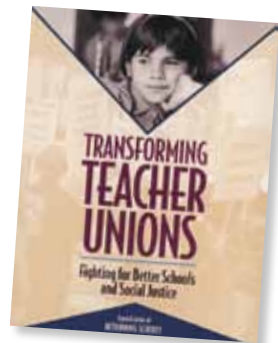
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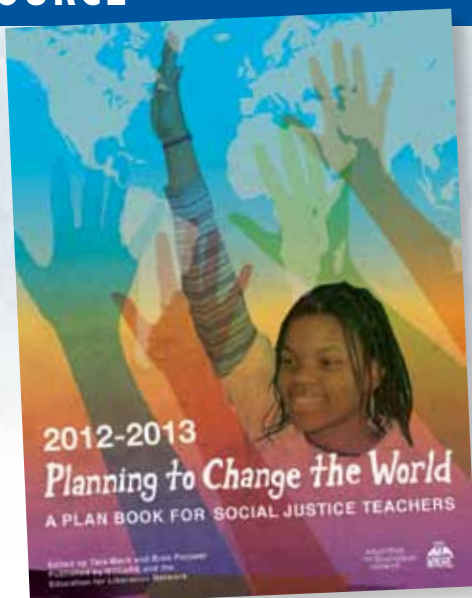
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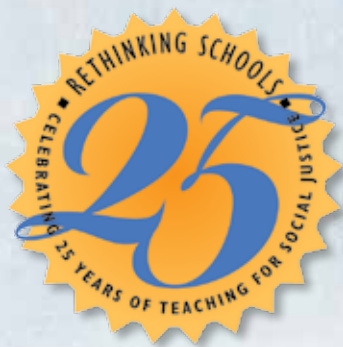
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Rethinking Schools

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For 25 years, Rethinking Schools has been a voice for progressive educators, nourishing grassroots activism for social, racial, and educational justice at all levels, from individual classrooms to national politics. Its core activity is publishing a quarterly magazine and a growing catalog of books that promote a vision of social justice education. Governed by a board of current and former classroom teachers, Rethinking Schools has also been part of local and national efforts to build movements for progressive school reform and social change.



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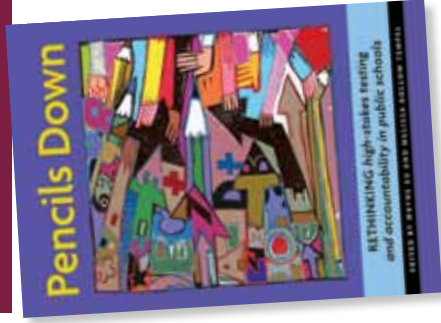
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