See how teachers bring students’ home languages into their classrooms—from powerful bilingual social justice curriculum to strategies for honoring students’ languages in schools without bilingual programs. Educators, students, and advocates speak to the tragedy of language loss and share inspiring work that centers on equity, builds solidarity among diverse communities, and defends and expands bilingual programs.

• How do we bring social justice curriculum into our bilingual classrooms?
• How can we honor our students’ native languages, even when we don’t teach in a bilingual setting?
• How do we involve diverse groups of parents in our classrooms and schools?
• What can we learn from Indigenous language immersion about the integral relationship between language and culture?

“The narratives of teachers, students, and parents that form the core of this inspiring volume demonstrate that sustained bilingual instruction rooted in anti-racism and the promotion of social justice across the curriculum is a prerequisite for ‘effectiveness’ in the education of emergent bilingual students.”

JIM CUMMINS
professor emeritus, Ontario Institute for Studies in Education, University of Toronto
CHAPTER 1
Language Stories
What’s at stake when we talk about language and identity? What happens when languages are banned or students are made to feel shame for speaking their home languages in schools? Teachers share poignant stories from their own lives that demonstrate how deeply language loss and suppression can affect our students.

CHAPTER 2
Our Bilingual Classrooms
Bilingual teachers—from ASL to Mi’kmaq to a high school Spanish heritage class—share the powerful social justice curriculum they teach in these bilingual spaces, and how they scaffold language while tackling challenging themes such as racism or deportation.

CHAPTER 3
Welcoming Home Languages
How can we bring students’ home languages into the classroom when there isn’t a bilingual program in place? In this chapter, authors share how they have taught about language rights, welcomed home languages into their classrooms, and created bilingual or multilingual spaces at non-bilingual schools.

CHAPTER 4
Equity at the Center
How do we design bilingual programs that work for social justice and equity? How do we work with special needs students who are also language learners? How about students who speak a third or fourth language at home? In this chapter, educators share challenges and successes of trying to keep equity at the center of bilingual programs.

CHAPTER 5
Families and Communities
Involving students’ families and communities should be at the core of our teaching. In these articles, teachers share how they work to ensure equitable parent participation. We also see how parents can develop multicultural solidarity, become active contributors to the curriculum, and play key roles in language revitalization.

CHAPTER 6
Policy and Advocacy
Bilingual education has come under attack, both through attempts to ban teaching in other languages and through overwhelming emphasis on standards and high-stakes testing. This chapter describes some of these attacks and shows examples of how students, communities, and teachers have advocated for bilingual programs.

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