CONTENTS

Acknowledgments vii

Editors’ Introduction   The Knowledge and Inspiration Needed for Transformation 1

PART I   TAKING STOCK
Acknowledging and Honoring Funds of Knowledge 7

Reading the World of School Literacy
Contextualizing the Experience of a Young African American Male 13
   Arlette Ingram Willis

A Hearing Teacher’s Changing Role in Deaf Education 35
   Patricia J. Saylor

“They’re in My Culture, They Speak the Same Way”
African American Language in Multiethnic High Schools 51
   Django Paris

Indigenous Knowledges and the Story of the Bean 71
   Bryan McKinley Jones Brayboy and Emma Maughan

Elementary School Curricula and Urban Transformation 93
   Paul Skilton-Sylvester

PART II   TALKING BACK
The Power of Counter-Narratives to Challenge Dominant Discourses in Education 117

The Silenced Dialogue   Power and Pedagogy in Educating Other People’s Children 123
   Lisa D. Delpit

Passin’ for Black   Race, Identity, and Bone Memory in Postracial America 145
   Signithia Fordham
Achievement as Resistance
The Development of a Critical Race Achievement Ideology Among Black Achievers

Dorinda J. Carter Andrews

Fact and Fiction
Stories of Puerto Ricans in U.S. Schools

Sonia Nieto

A Gay-Themed Lesson in an Ethnic Literature Curriculum
Tenth Graders’ Responses to “Dear Anita”

Steven Z. Athanases

PART III LOOKING FORWARD
Advancing a Vision of What Education in a Multicultural Society Could Be

Talking About Race, Learning About Racism
The Application of Racial Identity Development Theory in the Classroom

Beverly Daniel Tatum

Using a Chicana Feminist Epistemology in Educational Research

Dolores Delgado Bernal

Freire and a Feminist Pedagogy of Difference

Kathleen Weiler

Rethinking Education and Emancipation
Being, Teaching, and Power

Noah De Lissovoy

About the Editors

About the Contributors