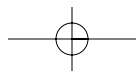
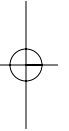
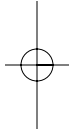
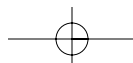
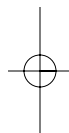
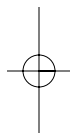
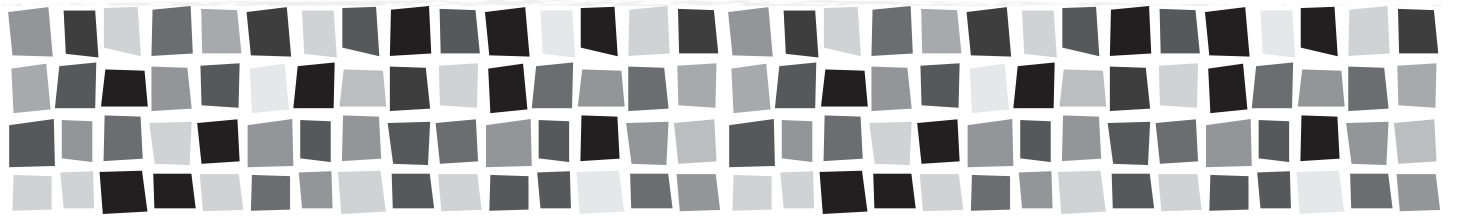


Affirming Diversity







Affirming Diversity

The Sociopolitical Context of Multicultural Education

Sixth Edition

Sonia Nieto

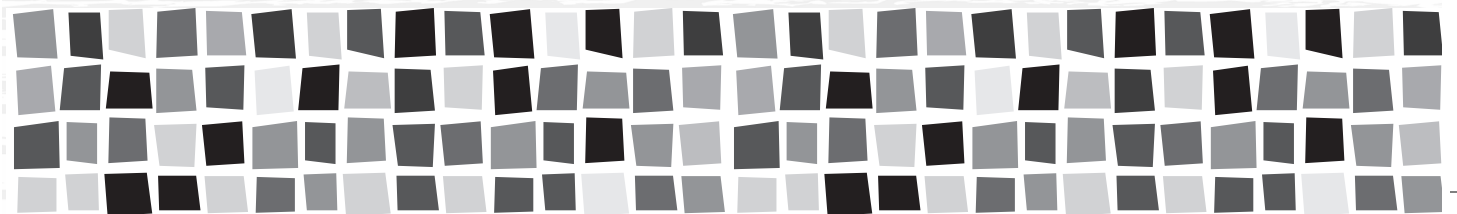
University of Massachusetts, Amherst

Patty Bode

*Tufts University in affiliation with
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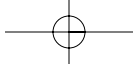
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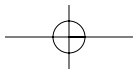
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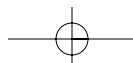
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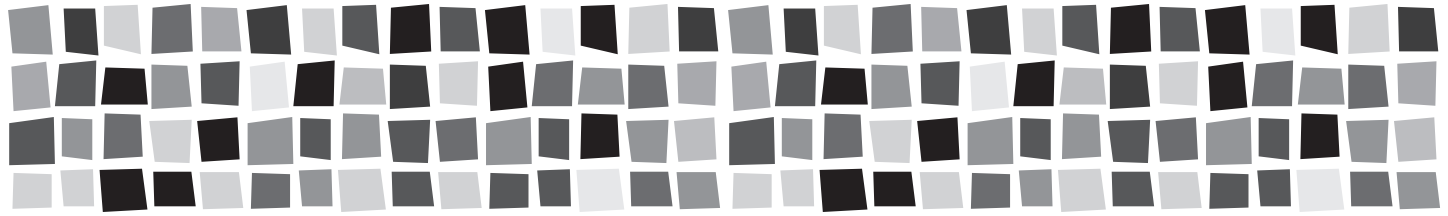


*This book is dedicated to all the students and teachers
with whom we have had the privilege to work.*

—S.N. and P.B.







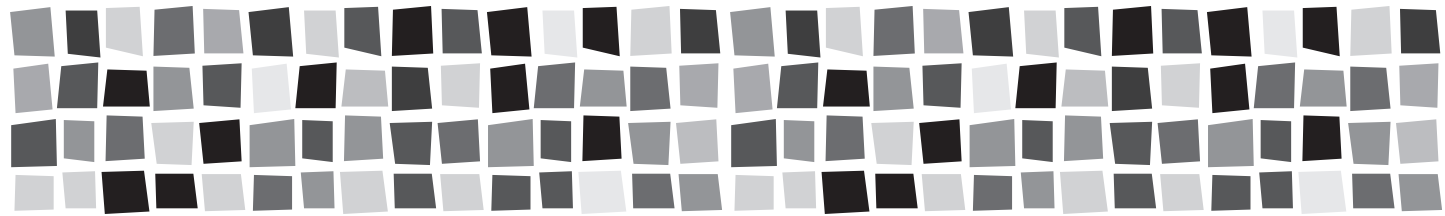
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Sonia Nieto is Professor Emerita of Language, Literacy, and Culture, University of Massachusetts, Amherst. She has taught students at all levels from elementary through graduate school and she continues to speak and write on multicultural education, the education of Latinos, and other culturally and linguistically diverse student populations. Other books include *The Light in Their Eyes: Creating Multicultural Learning Communities, Second Edition* (2010), *What Keeps Teachers Going?* (2003), and two edited volumes, *Puerto Rican Students in U.S. Schools* (2000) and *Why We Teach* (2005). She has received many awards for her research, advocacy, and activism, including an Annenberg Institute Senior Fellowship (1998–2000), the Outstanding Language Arts Educator of the Year from the National Council of Teachers of English (2005), the Social Justice Education Award from the American Educational Research Association (2008), and honorary doctorates from Lesley University (1999), Bridgewater State University (2004), DePaul University (2007), and Manhattanville College (2009).



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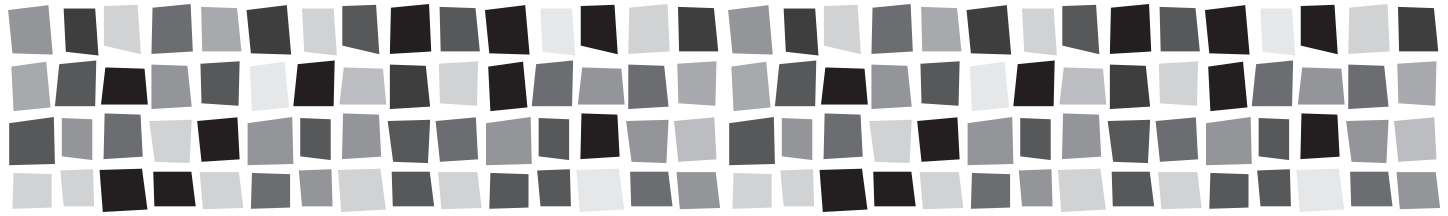
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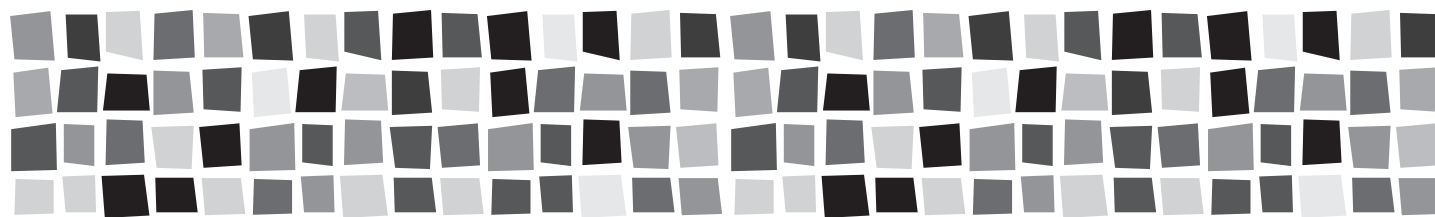
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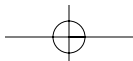
Foreword

The 6th edition of *Affirming Diversity* appears at a time when educators in U.S. schools (and schools in many other countries) are increasingly frustrated at the dishonesty and ineptitude of policy-makers whose prescriptions for change are based on evidence-free ideological convictions. Rather than focus on alleviating the well-documented effects of poverty on school performance and ensuring that all students have access to a print-rich environment in school and home, policy-makers have targeted teachers as the cause of the achievement gap between rich and poor. Teachers in schools that are perceived to be underachieving have been fired en masse despite the fact that these schools are frequently dramatically underfunded compared to more affluent schools and typically serve students whose families struggle on a daily basis with the effects of poverty. Standardized tests police the implementation of one-size-fits-all instruction for low-income students with the result that the pedagogical divide between affluent and impoverished communities has probably never been greater.

In this climate of top-down mandates that have pushed equity to the sidelines, *Affirming Diversity* lucidly articulates the inseparability of equity and excellence in any serious and evidence-based attempt at school improvement. The pages of this book resonate with the voices of educators whose vision of education encompasses equal opportunity for all students and whose instruction focuses on expanding minds as the primary means of attaining curriculum goals.

The policies and instructional approaches promoted in *Affirming Diversity* take on added urgency in the context of current global realities. Education can no longer afford to ignore the importance of critical literacy and intercultural communication skills in a world struggling to contain armed conflicts, environmental degradation, and escalating gaps between rich and poor.

The first decade of the new millennium has undoubtedly been among the most turbulent in human history. The 9/11 attacks were quickly followed by the invasions of Afghanistan and Iraq at the cost of hundreds of thousands of lives. The domestic reality of these geographically distant conflicts is constantly present not only in the spiralling toll of American and NATO troop casualties but also in the stringent security procedures that all of us experience whenever we fly from one city to



another. Feelings of fragility and unease have been compounded in recent years by the global financial collapse of 2008 and the subsequent recession that has exacerbated the impoverished conditions in which many Americans live. Discord, division, and anger have replaced the brief optimism that greeted the election of the first African American president.

During this same period, in an almost surreal juxtaposition, education in the United States has been pushed further than perhaps ever before into a sanitized and disconnected state. As a result of the high-stakes testing regime ushered in by the federal legislation *No Child Left Behind* (NCLB) passed in 2001, many schools have drawn their blinds and turned their backs on the world outside the classroom. Schooling has been reduced to the transmission of scripted skills and facts to the exclusion of inquiry, critical literacy, and social awareness. In schools across the country, instruction focuses relentlessly on teaching to the test. This is particularly the case in schools in low-income areas, which are considered most at-risk of failing to demonstrate “adequate yearly progress.” Ryan Monroe (2006), an ESL teacher in a Maryland public school, calculated that during the 2004/2005 school year, English language learning (ELL) students in the fifth grade classroom where he was assigned took five different standardized tests, some of them more than once. He notes the instructional consequences: “During the course of the year, my students missed 33 days of ESL classes, or about 18% of their English instruction, due to standardized testing.” This calculation does not include the extensive time that many schools devote to preparing their students to take these tests.

In addition to the loss of instructional time, a further consequence of the current educational regime is the fact that discussion of issues that matter—for example, students’ experiences and perceptions, social realities in communities and the country as a whole, world events, and issues crucial to becoming an informed citizen, such as the roots of conflict and inequality—are assigned to the dubious category of off-task behavior (even recess has been sacrificed on the altar of adequate yearly progress in some school districts).

Affirming Diversity provides us with a powerful set of conceptual tools to push back against current attempts to constrict the instructional space. A central message throughout the book is that *teachers have choices*. Despite the pressures that are being applied to exclude critical literacy and student experience from classroom instruction, we always have at least some degrees of freedom in how we interact with students, how we connect with their cultural experiences and language talents, how we involve parents in their children’s learning, how we adapt content to link with students’ prior knowledge, and in the levels of cognitive engagement we try to evoke through our instruction. Alternative modes of assessment (such as portfolio assessment) can also present a counter-discourse to the inaccurate and misleading account of student progress and effort often reflected in standardized test scores. In articulating our choices, both individually and collectively, we rediscover our own identities as educators and also become aware of the identity options that our instruction opens up (or shuts down) for our students.

Sonia Nieto and Patty Bode open up a dialogical sphere of both affirmation and resistance: affirmation of student and teacher identity and resistance to coercive and misguided top-down control. When we realize that we *do* have choices, and when

we articulate these choices explicitly, we take the first steps towards *empowerment*, which can be defined as the collaborative creation of power. Disempowered teachers are not in a position to create contexts of empowerment for their students. We need to understand, and rediscover, the power that we bring to the classroom, not as an instructional technician who simply transmits the curriculum, but as an *educator* whose instructional choices will exert a dramatic impact on the lives of our students.

Affirming Diversity challenges us, as educators, to make explicit the image of our students and of our society that is implied by our interactions in the school context. What kind of people do we hope our students will grow up to be? What kinds of abilities and knowledge are accessible to them in our classroom? What kind of society do we hope they will create? The answers to all these questions are written in the daily record of our interactions with our students. Our interactions with students and communities constitute a moral enterprise, whether we define it as such or not.

Students' and teachers' voices occupy a central place in this book. They complement and illustrate the theoretical analyses and remind us that the interactions between educators and students dramatically affect not only the acquisition of knowledge and skills but also the creation of both student and teacher identity. Unfortunately in many classrooms, the curriculum has been sanitized such that opportunities for critical reflection on personal and collective identity and on issues of social justice are minimized. The image of our students and society implied by this pedagogical orientation is an image of compliant consumers who will gratefully accept their place within the existing power structure and who can easily be manipulated to exercise their democratic rights to preserve that power structure.

A radically different image is implied by the pedagogical orientations articulated in *Affirming Diversity*. Students are viewed as critical thinkers capable of, and responsible for, creating change through action both in their own lives and in the broader society. Their interactions in school provide opportunities to collaborate across cultural and linguistic boundaries in the generation, interpretation, and application of knowledge. The curriculum orients students towards critical reflection on issues of social justice and of identity (both personal and collective).

The image of students and society implied in these educational interactions is an image of individuals who have developed respect both for their own cultural identity and for the identities of others; who are capable of collaborating with others in the democratic pursuit of social justice; and who see themselves as members of a global community with shared economic, scientific and environmental interests. As such, the directions highlighted in *Affirming Diversity* respond much more adequately to the challenges of the twenty-first century than the introverted xenophobic focus of those who argue, explicitly or implicitly, for a monolingual monocultural education.

The alternative to multicultural education is monocultural education. The history of monocultural education is written in the certainties of the Crusades and the Inquisition, the smug brutalities of slavery, the casual eradication of language, culture, and identity in boarding schools inflicted on Native American children, as well as in contemporary claims of fundamentalist groups, from various religious persuasions,

to have exclusive access to ultimate truths. Surely, 9/11 should have brought home to us the destructive power of monocultural fundamentalist belief systems. Surely, it should have been a wake-up call to figure out ways of living together in a global context where cross-cultural contact and population mobility are at an all-time high in human history. Surely, it should have been an urgent reminder that education is a microcosm of the society we hope our students will form. Yet, within our classrooms we see reiterations of *us versus them* (right versus wrong) ideologies, insistence on monocultural certainties as opposed to multicultural inquiry, and frazzled impatience at suggestions that we consider the gap between teaching to the test and education for national and global citizenship. Multicultural education is still as likely to be seen as a threat to fundamental (fundamentalist?) values of our society as it is an invitation to critical self-reflection and dialogue.

Affirming Diversity not only constitutes an eloquent and forceful statement about the importance of multicultural education to our society, it also affirms the central role that individual educators play in nurturing and shaping the lives and identities of our youth. To be a teacher is to be a visionary—as we interact with our students we envisage what contributions they will play in shaping a better society and we orchestrate our classroom interactions to enable them to realize these possibilities. This book encourages us to recognize that power relations in the broader society often operate to constrict our vision of what we can achieve with our students. *Affirming Diversity* challenges us to make choices in our classrooms that will resist the perpetuation of coercive relations of power. It affords both the insight and inspiration to enable us to create interactions with our students that are respectful, intellectually challenging, and empowering for both them and us.

Affirming Diversity not only opens up a world of ideas and the sharing of experiences. It also unlocks an internal switch. It opens a door to dialogue. It is through dialogue that we create understanding and initiate action. As you read this book, talk back to it. As you listen to the experiences and perspectives of the teachers and students who speak from the pages about their educational experiences and the choices they have made, talk back to them about your experiences and choices, those you have made in the past and will make in the future.

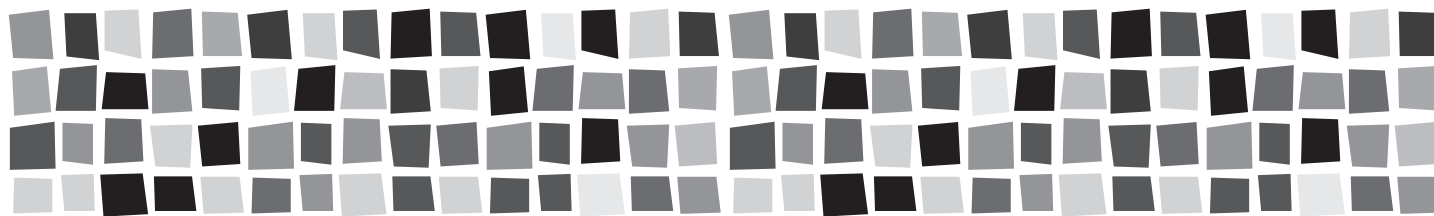
Affirming Diversity is both medium and message. The medium of change is dialogue—both internally within ourselves and with our colleagues. Our dialogue, however, must be informed by accurate information. The fact, for example, that NCLB has produced no improvement in students' overall educational progress nor closed the achievement gap across social groups, provides a basis for thinking critically about what alternative educational directions might be pursued. *Affirming Diversity* does not supply prescriptions or formulaic solutions but it does present empirical research and invites us to think and talk about our own identities as educators and the potential and consequences of the choices we make on a daily basis. As such, it represents a powerful source of inspiration, ideas, and solidarity for all of us who see social justice and equity as important core values within our educational systems. *Affirming Diversity* also highlights the fact that our global society can use all of the multilingual and multicultural intelligence it can get. The consequences of squandering the intellectual, linguistic and cultural resources that our students bring to school can be seen in our domestic prisons, in our battlefields

abroad, and in the spiritual malaise that afflicts our society. This book does not provide a map, but it does provide inspiration—it breathes new life into those of us who believe that education is important. If we believe that education is fundamentally a spiritual endeavour rather than just an economic or bureaucratic exercise, then this book points the way.

Jim Cummins
University of Toronto

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Preface

Why students succeed or fail in school has been the subject of much research and debate, particularly for students whose racial, ethnic, linguistic, or social identity backgrounds differ from that of the dominant group. In this book, we consider these matters in relation to a comprehensive understanding of multicultural education within a sociopolitical context. That is, rather than focus only on individual experience or psychological responses to schooling, we explore how societal and educational structures, policies, and practices affect student learning, and we suggest some ways that teachers, individually and collectively, can provide high-quality education in spite of obstacles that may get in the way. For us, multicultural education needs to consider not just schooling but also the social, economic, and political context of the world in which we live.

In this sixth edition of *Affirming Diversity*, we continue to explore such matters as diversity, equity, and equality, bringing our discussion up to date by considering issues of current policy, practice, and legislation. For example, high-stakes testing, a standardization of the curriculum, vouchers, “choice,” charter schools, and a marketization of schooling have had a tremendous impact on public schools in the past decade or more. At the same time, education is increasingly defined by policies far removed from daily classroom life but nevertheless having enormous consequences for teachers, students, and communities. The increasing diversity in our nation and debates over immigration, the U.S. invasion and subsequent wars in Iraq and Afghanistan, the economic recession, interethnic and interracial strife here and abroad, regional wars around the world, global warming, the devastation of the environment, the election of the first biracial president of the nation, his nomination of two more women to the U.S. Supreme Court—one of whom became the first Latina to hold the highest office in the judiciary—all of these are front-page headlines that cannot be separated from schooling. They call for a different way to interact in the world.

Given the situation briefly sketched above, we believe teachers and prospective teachers need, more than ever, to understand how the larger societal context affects students, particularly those most marginalized in schools and in society in general. Why do some students succeed academically while others fail? What do

race/ethnicity, social class, language, gender, sexual orientation, ability, and other differences have to do with learning? What is the real significance of the “achievement gap?” How does the societal context influence what happens in your school? Do your school’s and your school system’s policies and practices exacerbate and perpetuate inequality? Can teachers and other educators turn this situation around? If so, how? *Affirming Diversity* is an attempt to answer these questions—and more—that both new and veteran teachers face every day in increasingly diverse classrooms and in schools that are becoming more bureaucratic and standardized.



About This Book

Affirming Diversity explores the meaning, necessity, and benefits of multicultural education for students from all backgrounds through research that explores:

- Influences on schooling and learning such as:
 - The sociopolitical context of schools and society
 - Racism and other biases and expectations of students’ achievement
 - School organization and educational policies and practices
 - Cultural and other differences such as ethnicity, race, gender, language, sexual orientation, religion and social class
- A conceptual framework for multicultural education based on that investigation
- Case studies and snapshots—in the words of a selected group of students from a variety of backgrounds—about home, school, and community experiences and about how these have influenced their school achievement, as well as multicultural teacher stories that exemplify the role of teachers in transforming classrooms and schools.

The book presents data on the multicultural nature of schools and society, including information about different sociocultural groups, their experiences in schools, and the issues and challenges they face. Relevant research and analysis on the success or failure of students in schools is also presented.

Affirming Diversity consists of 10 chapters organized in three parts. Part 1 sets the stage for understanding the *sociopolitical context of multicultural education*. Part 2 develops the conceptual framework for multicultural education, emphasizing institutional and cultural factors in schooling and individual and group responses to diversity. This section explores the multiple forces that may affect the school achievement of students from a variety of backgrounds.

To provide insights into the interrelated roles that discrimination, school policies and practices, and culture play in the education of students in the classroom, we present 16 case studies and 6 snapshots. Incorporated throughout Parts 2 and 3, the case studies and snapshots highlight salient issues discussed in particular chapters, and they provide a concrete means for addressing issues of diversity and success or failure in the schools. We hope that the case studies and snapshots will help you more fully understand the lives and school experiences of a variety of young people who reflect our nation’s growing diversity. Parts 2 and 3 also contain a number of Multicultural

Teaching Stories that epitomize what teachers can do, individually and in collaboration with one another, to put into practice some of the theories developed throughout the text.

Part 3 focuses on the implications of the case studies, snapshots, and teaching stories for teaching and learning in a multicultural society such as ours. We use themes that emerged from our interviews with the students and teachers to emphasize conditions that may affect learning for different students. In Chapter 9, three specific curriculum ideas for elementary, middle, and high schools are comprehensively described. These examples embody what the previous chapters have defined as multicultural education, that is, education that affirms diversity, encourages critical thinking, and leads to social justice and action. Chapter 10 offers suggestions for developing environments that foster high-quality education, concentrating on multicultural education as a process. In addition, in Chapter 10 we propose a model of multicultural education that affirms all students.

Each chapter concludes with (1) a series of problems or situations for you to think about and (2) suggestions for classroom activities and community actions. By including these we are not implying that there are immediate or easy answers to the dilemmas you face in schools every day. The purpose of posing particular problems and proposing activities to address them is to suggest that careful attention needs to be paid to the many manifestations of inequality in our schools and that productive resolutions can be achieved when teachers, students, and parents reflect critically on these problems and work together to solve them.



New to This Edition

Previous readers may notice a broad range of changes in this new edition.

- **About Terminology** We have eliminated former chapter 2, titled “About Terminology” so that now instead of 11 chapters, there are 10. Although we continue to believe that issues of terminology are essential to understanding diversity in our nation and the world, we have decided to incorporate the sections that made up this chapter within other chapters as a new feature with the same title. We have placed terms in boxes near sections – generally case studies or snapshots – where they are relevant. It is our hope that doing so will clarify any questions you have about the language we have used in that particular section of the text. For example, the section on “The Conundrum of Race” can now be found in a box in Chapter 3 where racism and discrimination are discussed, while the section on Latinos, Hispanics, and Others is now in Chapter 5 near Yahaira León’s case study.
- **Multicultural Teaching Stories** We are introducing a new feature we are calling Multicultural Teaching Stories to highlight the important role of teachers in changing classrooms and schools. There are four such stories in the text: The first one, “The Springfield Renaissance School Anti-Indian Mascot Committee,” in Chapter 3 focuses on the actions of a teacher, Marisa Vanasse, and her middle school students in challenging the practice of using Native Americans as mascots for sports teams. In Chapter 4, a story called “Boston Teachers Union School: Teacher

Leadership and Student Achievement” features Berta Berriz and Betsy Drinan who are co-lead teachers of an innovative, teacher-run public school. In Chapter 8, teacher Jarvis Adams is featured in a discussion about teacher care. Chapter 9 provides a teaching story with Bill Blatner about an approach to teaching math through which a diverse range of learners meet with success.

- **A New Case Study** A third major change is the addition of a new case study in Chapter 4. Two siblings, Jasper and Viena Alejandro-Quinn who live in the north-western United States provided insights on their experiences with Native American identity in public schools.
- **Thoroughly updated references** We have gone to great lengths to thoroughly update the vast majority of the references and studies throughout the text.
- **Chapter 1: Understanding the Sociopolitical Context of Schooling.** This chapter has been revised considerably to include the most recent research illustrating five significant tasks of understanding the sociopolitical context of multicultural education: 1) clarifying the goals and key terms of multicultural education, 2) dissolving myths about immigration and difference, 3) naming the social, economic, political, and ideological underpinnings that influence educational structures, 4) studying the current demographic “mosaic” of our nation, and 5) examining the political struggles of legislation and policy in public education.
- **Chapter 2: Defining Multicultural Education for School Reform** remains the anchor of the text, explicating Sonia Nieto’s definition of Multicultural Education, which she developed in the first edition of this book in 1992. The definition remains rooted in the seven characteristics while it continues to evolve to address current conditions. Since this conceptual framework was advanced by Sonia when she was sole author, we decided to put Sonia’s name on this chapter.
- **Chapter 3: Racism, Discrimination, and Expectations of Students’ Achievement** has been thoroughly updated with new research and insights on these topics. Also, a Multicultural Teaching Story on the use of American Indian images as mascots has been added to the chapter.
- **Chapter 4: Structural and Organizational Issues in Classrooms and Schools.** Although the topics in this chapter have remained the same as in the fifth edition, a great deal of new research on the issues has been included. The chapter also includes a Multicultural Teaching Story about the Boston Teachers Union School.
- **Chapter 5: Culture, Identity, and Learning.** This chapter includes more explanation of the history of learning style theory and current critiques than in the previous edition.
- **Chapter 6: Linguistic Diversity in U.S. Classrooms.** This chapter has been significantly updated with new sections on “Understanding Language Issues in a Sociopolitical Context,” “Program Models for Teaching English Language Learners,” and “Problems and Challenges.”
- **Chapter 7: Understanding Student Learning and School Achievement.** Formerly chapter 6, this has been retitled and largely revised in this edition with all new research on caring and deficit perspectives as well as new sections on topics such as Out-of-School-Factors and the School-to-Prison-Pipeline.

- **Chapter 8: Learning from Students** includes a Multicultural Teaching Story about Teacher Caring and a new *What You Can Do* feature that addresses ways to affirm identities of Arabs and Arab Americans in the classroom.
- **Chapter 9: Adapting Curriculum for Multicultural Classrooms** includes a Multicultural Teaching Story about Bill Blatner's Interactive Mathematics Program as well as three new *What You Can Do* features that address the *Welcoming School* curriculum, teaching about religious diversity, and using technology in the curriculum. This chapter was single-authored by Patty Bode, so it bears Patty's name.
- **Chapter 10: Affirming Diversity: Implications for Teachers, Schools, Families, and Communities** has been changed substantially by adding a focus on communities. In addition, a number of topics have been added, including working with families to promote student learning.
- **Student art.** The artwork that appears on the cover as well as in most of the chapter openers and part openers are self-portraits that were created by school students from first through twelfth grade.



Supplements and Learning Aids

Instructor's Manual

The Instructor's Manual includes a wealth of interesting ideas and activities designed to help instructors teach the course. The IM contains a sample syllabus and course suggestions. Each chapter includes the following elements: Overview, Problem Posing, Response Journal Prompts, Whole Class/Group Work assignments, Student as Teacher assignments, a Critical Pedagogy in Action assignment, instructions for projects to be included in student portfolios and used as assessments, handouts to accompany all assignments, and essay questions. (Available for download from the Instructor's Resource Center at www.pearsonhighered.com/irc.)

PowerPoint™ Presentation

Created by Patty Bode, these PowerPoint slides outline the key points of each chapter, and are customizable so that professors may add or delete material as they see fit. Instructors may also download book-specific PowerPoint slides from the Instructor Resource Center at www.pearsonhighered.com/irc. Your local representative can provide a password and instructions for using the IRC.



Pearson's MyEducationLab for Multicultural Education

The Power of Classroom Practice

In *Preparing Teachers for a Changing World*, Linda Darling-Hammond and her colleagues point out that grounding teacher education in real classrooms—among real

teachers and students and among actual examples of students' and teachers' work—is an important, and perhaps even an essential, part of training teachers for the complexities of teaching in today's classrooms. MyEducationLab is an online learning solution that provides contextualized interactive exercises, simulations, and other resources designed to help develop the knowledge and skills teachers need. All of the activities and exercises in MyEducationLab are built around essential learning outcomes for teachers and are mapped to professional teaching standards. Utilizing classroom videos, authentic student and teacher artifacts, case studies, and other resources and assessments, the scaffolded learning experiences in MyEducationLab offer pre-service teachers and those who teach them a unique and valuable education tool.

For each topic covered in the course you will find most or all of the following features and resources:

Assignments and Activities

Designed to enhance student understanding of concepts covered in class and save instructors preparation and grading time, these assignable exercises show concepts in action (through video, cases, and/or student and teacher artifacts). They help students deepen content knowledge and synthesize and apply concepts and strategies they read about in the book. (Suggested answers for these assignments are available to the instructor only under the Instructor Resource tab.)

Building Teaching Skills and Dispositions

These learning units help students practice and strengthen skills that are essential to quality teaching. After presenting the steps involved in a core teaching process, students are given an opportunity to practice applying this skill via case studies of authentic classrooms. Providing multiple opportunities to practice a single teaching concept, each activity encourages a deeper understanding and application of concepts, as well as the use of critical thinking skills.

General Resources on Your MyEducationLab Course

The *Resources* section on your MyEducationLab course is designed to help you pass your licensure exam; put together an effective portfolio and lesson plan; prepare for and navigate the first year of your teaching career; and understand key educational standards, policies, and laws. This section includes:

- *Licensure Exams*: Access guidelines for passing the Praxis exam. The *Practice Test Exam* includes practice questions, *Case Histories*, and *Video Case Studies*.
- *Portfolio Builder and Lesson Plan Builder*: Create, update, and share portfolios and lesson plans.
- *Preparing a Portfolio*: Access guidelines for creating a high-quality teaching portfolio that will allow you to practice effective lesson planning.
- *Licensure and Standards*: Link to state licensure standards and national standards.

- *Beginning Your Career*: Educate yourself—access tips, advice, and valuable information on:
 - Resume Writing and Interviewing: Expert advice on how to write impressive resumes and prepare for job interviews.
 - Your First Year of Teaching: Practical tips to set up your classroom, manage student behavior, and learn to more easily organize for instruction and assessment.
 - Law and Public Policies: Specific directives and requirements you need to understand under the No Child Left Behind Act and the Individuals with Disabilities Education Improvement Act of 2004.
- *Special Education Interactive Timeline*: Build your own detailed timelines based on different facets of the history and evolution of special education.

Book-Specific Resources

The book resources section of MyEducationLab includes a Study Plan, Bonus Materials mentioned inside the front cover of this book, and Student Art.

Bonus Materials

The book resources site houses additional case studies, content, and resources that will further enhance students' understanding of concepts and student experiences in multicultural settings.

Student Art

Student self-portraits that are included throughout the book appear in the book resources site in their original, four-color rendering.

Visit www.myeducationlab.com for a demonstration of this online resource.

We end this Preface with a personal reflection from each of us.



Sonia

The first edition of *Affirming Diversity* was published 20 years ago. It helped define my professional career and it had a huge impact on my personal and professional life because it put into words my ideas and values about education, diversity, and social justice. I have been gratified by the enormous and generous response of readers to the text through its first four editions when I was the sole author, and later in the fifth edition when Patty Bode became my co-author. I was thrilled that she joined me in keeping the fifth edition of *Affirming Diversity* fresh, timely, and relevant to our times, and she continues to do so in this sixth edition. Given the challenging times in which we are living—particularly as related to public education—it is my hope that the book will challenge you to think boldly and creatively about what schools can become for all students.



Patty

The first five editions of *Affirming Diversity* played a transformative role in my research, teaching, and worldview. I am honored to be part of this sixth edition and am eternally grateful to Sonia for inviting me to participate in the continual metamorphosis of the book. Through the work on the text, I hear students calling out for teachers who can cross racial, cultural, and social class borders and who can overcome curriculum constraints and resist bureaucratic expectations to create meaningful, high-achieving learning communities. As a teacher, I recognize the struggle that arises from competing messages from academic, political, and popular culture about what counts as knowledge and what defines teaching. The vision we assert in this book hopes to activate antiracist critical pedagogy in classrooms. For all students and their families and teachers, I hope that this new edition of *Affirming Diversity* contributes to creating change.



Acknowledgments

We are deeply appreciative of the many individuals who have helped us with the sixth edition of *Affirming Diversity*. We are particularly indebted to the two students, Jasper and Viena Quinn-Alejandro, who agreed to be interviewed for our new case study, and also to Marisa Vanasse, Jarvis Adams, Bill Blatner, Berta Berriz, Betsy Drinan, and Erik Berg, the teachers who provided inspiring Multicultural Teaching Stories. For their dedicated research assistance and overall commitment to the mission of the book, we thank Brittany D. Henshaw, Cara Wojcik, Bob Moriarty, and Emily R. Yaffe. We also thank those who interviewed students for the case studies and snapshots throughout all the editions: Keonilrath Bun, Paula Elliott, Kristen French, Maya Gillingham, Jason Irizarry, John Raible, Stephanie Schmidt, Vera Stenhouse, Diane Sweet, and Carlie Tartakov. Also, Mari Ann Roberts interviewed one of the teachers in the new feature, Multicultural Teaching Stories. We are also grateful to Kristen French, the author of the Instructor's Resource Manual, a guide characterized by both a critical edge and helpful pedagogical suggestions.

We also thank the art teachers who submitted their students' artwork that appears on the cover and at the opening parts and chapters: Sara Cummins, Eve Del Greco, Nora Elton, Amanda Held, Catherine Lea, Adrienne Roberto, Kelly Stoops, Dawn Southworth, and Alicia Toro. We deeply appreciate the talent and generosity of the students who allowed us to reproduce their art. We are also indebted to the professional artist, Michael E. Coblyn, who contributed his artwork. These art images inform each section and emphasize the role of visual culture in multicultural education.

Professional colleagues who have read and commented on the various iterations of this text have helped to strengthen it, and we are thankful to all of them. For this sixth edition, we thank the following reviewers: Ellen M. Curtin, Texas Wesleyan University; Kathleen Lazarus, Daytona State College; Jonathan Lightfoot, Hofstra University; and Alaric Williams, Angelo State University. Their detailed comments and suggestions for improving the book were enormously helpful. In addition, we wish to acknowledge the helpful comments of Professor Aurolyn Luykx, University

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of Texas at El Paso, concerning David Weiss's snapshot; Jim Crawford's careful reading and advice on parts of Chapter 6; and Neill Monty's responses to our questions concerning testing (Chapter 4).

At Pearson Education, we are grateful for the tremendous support and encouragement we received from our editor, Kelly Villella Canton, and our development editor, Max Chuck. They have worked tirelessly to help us get this edition out in a timely manner.

Once again, we owe a heartfelt thank you to Jim Cummins, a scholar of rare genius and a wonderful friend, for writing the inspiring foreword to this sixth edition. Jim has been a consistent and enthusiastic supporter of this book for many years. His willingness to write the foreword means a great deal to us.

We would not be where we are without our families. Sonia particularly wants to acknowledge Angel, her partner of nearly 45 years, for his unconditional love and support; Celso, her son-in-law; her daughters Alicia and Marisa; and her granddaughter Jazmyne (our granddaughter/daughter), for teaching her how to be a mother. Her other grandchildren—Corissa, Terrance, Monique, Tatiana, Celsito, Aliya, Clarita, Lucia, Mariya, and Kalil—are another source of joy and inspiration.

Patty wants to thank Mark, her life partner, for his love, humor, and encouragement, and her sons, Bob, Ryan, and Keo for revealing the adventures of life's ongoing journey. Her parents, George and Joann Bode, were her first teachers and continue to provide loving guidance.

Sonia Nieto

Patty Bode