Table of Contents

Preface
Acknowledgments
About the Editors
Part I. Why Teach?
1. Teacher Man - Frank McCourt
2. The Green Monongahela - John Taylor Gatto
3. Death at an Early Age: The Destruction of the Hearts and Minds of Negro Children in the Boston Public Schools - Jonathan Kozol
4. Why Teach? - Herbert Kohl

Part II. Who Are Today’s Students?
5. What Should Teachers Do? Ebonics and Culturally Responsive Instruction - Lisa Delpit
6. Racism, Discrimination, and Expectations of Students’ Achievement - Sonia Nieto
7. Challenging Deficit Thinking - Loiis Weiiser
8. Inclusion: Rejecting Instruction That Disables - Bruce A. Marlowe and Marilyn Page

Part III. What Makes a Good Teacher?
9. The Banking Concept of Education - Paulo Freire
10. On Stir-and-Serve Recipes for Teaching - Susan Ohanian

Part IV. What Do Good Schools Look Like?
14. Success in East Harlem: How One Group of Teachers Built a School That Works - Deborah Meier
15. When Learning Matters: Using Learning Plans to Educate One Student at a Time - Elliot Washor
16. Beyond the Deficit Paradigm: An Ecological Orientation to Thriving Schools - Kelly Donnell

Part V. How Should We Assess Student Learning?
17. A Mania for Rubrics - Thomas Newkirk
19. The Standards Fraud - William Ayers
20. Learning to Love Assessment - Carol Ann Tomlinson

Part VI. How Does One Develop a Critical Voice?
21. Teachers as Transformative Intellectuals - Henry Giroux
22. Resistance and Courage: A Conversation With Deborah Meier
24. From Silence to Dissent: Fostering Critical Voices in Teachers - Alan S. Canestrari and Bruce A. Marlowe

Epilogue. The Quest: Achieving Ideological Escape Velocity—Becoming an Activist Teacher - Ann Gibson Winfield

Index