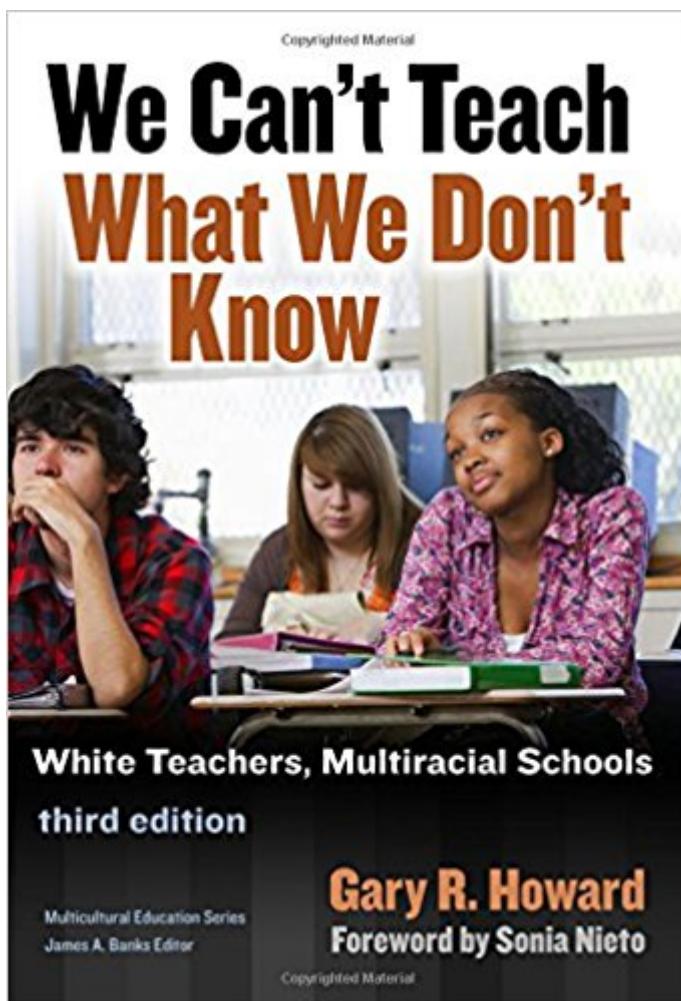


The book was found

We Can't Teach What We Don't Know (Multicultural Education)



Synopsis

"While we continue the work that must be done, more teachers need to read this book, more schools need to make sure it is in their libraries, and more colleges of education need to include it as mandatory reading. One book cannot change the world, but as this book has demonstrated since it was first published, it can begin the process."--From the Foreword by Sonia Nieto, professor emerita, Language, Literacy, and Culture, College of Education, University of Massachusetts at Amherst

"This Third Edition of *We Can't Teach What We Don't Know* deepens the critically conscious framework it provides to support the development of especially White, middle-class teachers becoming highly effective, culturally relevant, and responsive educators to all students, especially those in the most poorly resourced schools. It also conveys, with the appropriate utter urgency, the need for teacher education to recruit and retain highly race-conscious teachers of color."--Christine Clark, professor & senior scholar in multicultural education; founding Vice President for Diversity & Inclusion, University of Nevada, Las Vegas [UNLV]Â For author Gary Howard, the issues and passions that sparked the writing of the First Edition of this now classic work are as intense today as they were then. In the Third Edition, Howard reviews the progress we have made in the interim [for example, the first Black president in the White House], as well as the lack of progress [the gutting of the 1965 Voting Rights Act, the epidemic of Black youth killed by police, and the persistence of race-based educational disparities]. Making a case for the "fierce urgency of now," this new edition deepens the discussion of race and social justice in education with new and updated material. Aligned with our nation's ever more diverse student population, it speaks to what good teachers know, what they do, and how they embrace culturally responsive teaching. This essential text is widely used in teacher preparation courses and for in-service professional development.

New for the Third Edition:^{*} A revised Introduction that places the book in the context of the 50th anniversary of the 1963 march on Washington.^{*} An updated analysis of White social dominance, bringing in Critical Race Theory and reflecting on the racist reaction to the election of our first Black President.^{*} More detail to the White Identity Orientations model, bringing in the personal life experiences of several contemporary White racial-justice activists.^{*} A new section, "The Whiteness of School Reform," demonstrating how White social dominance drives much of the corporate school reform movement.^{*} A richer discussion of the seven principles for Culturally Responsive Teaching, drawing lessons from the author's transformative work with school districts throughout the country.^{*} An expanded Reflection and Discussion Guide authored by two educators who have been using the book in professional development sessions for many years.

Book Information

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Customer Reviews

Gary R. Howard is president and founder of the REACH Center for Multicultural Education in Seattle, Washington. He travels widely throughout the United States delivering keynote speeches and workshops addressing issues of race, justice, educational reform, and social transformation.

Very conversational and real. You feel the value of his personal experience and it's written in a way that you can really see the importance of considering the assumptions we may have as we work as educators or do community work. Although his findings startle, he is on a mission of hope and understanding -one that he has been bold enough to take himself.

Written for teachers, but good for anyone in education. I plan to suggest this book for the upcoming school year to help teachers learn more about themselves so they can better teach our students.

Insightful. Do all your student matter? I thought so until I read this book. My eyes have been opened and now my classroom will change!

I enjoyed reading this book for class. I would like for the author to send letters to schools nationwide. I think that the system would benefit from it.

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