

Rethinking Multicultural Education Teaching For Racial And Cultural Justice

Written for new teachers, this guide to multicultural education presents interdisciplinary content through primary source material and vignettes of actual teachers and students. Providing an in-depth focus in key areas as well as a broad overview, Christine Bennett aims to help prepare teachers who are informed and caring advocates for students from all cultural, racial, socioeconomic, linguistic, and national backgrounds.

As part of a growing nationwide movement to bring Ethnic Studies into K-12 classrooms, Rethinking Ethnic Studies brings together many of the leading teachers, activists, and scholars in this movement to offer examples of Ethnic Studies frameworks, classroom practices, and organizing at the school, district, and statewide levels. Built around core themes of indigeneity, colonization, anti-racism, and activism, Rethinking Ethnic Studies offers vital resources for educators committed to the ongoing struggle for racial justice in our schools.

Rethinking Columbus: the next 500 years, edited by Bill Bigelow and Bob Peterson is a resource guide for teachers and community activists which includes 90 essays, poems, short stories, interviews, historical vignettes, and lesson plans that re-evaluate the legacy of Columbus.

This award winning interdisciplinary guide for teachers, administrators, students, and parents offers lessons and readings that show how to: ~ Analyze the roots of racism ~ Investigate the impact of racism on all our lives, our families, and our communities ~ Examine the relationship between racism and other forms of oppression such as sexism, classism, and heterosexism ~ Learn to work to dismantle racism in our schools, communities, and the wider society. Beyond Heroes and Holidays has sold over 45,000 copies to date and is used as a core curriculum in college courses. Teaching for Change's mission is to build social change starting in the classroom. Find out how at teachingforchange.org.

A collection of more than thirty articles shows teachers how to weave social justice principles throughout the math curriculum, and how to integrate social justice math into other curricular areas as well.

There is a need to rethink education studies in these times of change, in terms of literacies and technologies, conflict and environmental concerns, and a need for authoritative texts addressing the key areas within education; sociology, child and infant development, social justice, policy, social welfare and development – and multiculturalism. This popular text provides approaches to the theoretical perspectives and frameworks and focuses on the relevant literature surrounding multiculturalism for today's students. This new edition includes a completely new contemporary chapter on the notion of multicultural citizenship and new integrationist policies in England, including the latest research on citizenship, immigration and integration as applied to worldwide education policy-making. Including extensive examples of empirical research, study questions, updated references and website resources, Multiculturalism and Education 2e is essential reading for all those studying multiculturalism, at undergraduate and postgraduate levels, within education and the wider social sciences today.

Grade level: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, k, p, e, i, s, t.

This book aims to bring together two movements - multiculturalism and anti-racism - which, though having aims in common, have been at arms length in the past. Differences of emphasis have meant that classroom practice has been the natural realm of multiculturalism, while anti-racism has been dissatisfied with an approach that accentuates life-style at the expense of challenging or changing the racism that minority students experience. In these debates, there has been a concentration on culturally specific topics and this book goes beyond national boundaries to find how international concerns and contexts might provide answers to problems faced in single countries. Leading figures in the USA, Canada, South Africa, the UK and Australasia write on the issues.

Provides an enhanced sense of what's required to genuinely care for and educate the U.S.–Mexican youth in America.

Recognizing the responsibility institutions have to prepare teachers for today's diverse classrooms, Vavrus shows us how to incorporate transformative multicultural education into teacher education curriculum, pedagogy, and evaluation. Placing race, racism, antiracism, and democracy at the center of his analyses and recommendation, this volume provides: - Concrete structural suggestions for including transformative multicultural education in higher education and K-12 in-service programs. -A multicultural critique of new NCATE accreditation standards for teacher education programs that offers reconceptualized assessment procedures. -The historical roots of transformative multicultural education that incorporates issues of white privilege and racialized color blindness, anti-racist pedagogy, racial identity among teachers, and critical race theory. - A discussion of globalization that emphasizes its contemporary economic effects on social and educational inequities.

Rethinking Multicultural Education for the Next Generation builds on the legacy of social justice multicultural education, while recognizing the considerable challenges of reaching today's college students. By drawing on breakthrough research in two fields – neuroscience and animal studies – Nadine Dolby argues that empathy is an underlying element of all living beings. Dolby shows how this commonality can provide a scaffolding for building an exciting new approach to developing multicultural and global consciousness, one that has the potential to transform how our students see and relate to the world around them. This book features classroom vignettes and reflections, discussion of research with pre-service teachers on the concept of empathy, and pedagogical suggestions for fostering the new empathy in students. Incorporating discussions of animal emotions, sustainability, and our responsibilities to all living creatures and the planet, Dolby challenges multicultural educators to rethink both curriculum and pedagogy and to begin new and bolder conversations about how empathy for humans, animals, and the planet must be part of a new approach to teaching.

Black students' bodies and minds are under attack. We're fighting back. From the north to the south, corporate curriculum lies to our students, conceals pain and injustice, masks racism, and demeans our Black students. But it's not only the curriculum that is traumatizing students.

Contemporary Art and Multicultural Education is the first book of its kind to address the role of art within today's multicultural education. Co-published with The New Museum of Contemporary Art, this beautifully illustrated book is a practical resources for art educators and students. Co-published with the New Museum of Contemporary Art.

This is the new edition of the award-winning guide to social justice education. Based on the authors' extensive experience in a range of settings in the United States and Canada, the book addresses the most common stumbling blocks to understanding social justice. This comprehensive resource includes new features such as a chapter on intersectionality and classism; discussion of contemporary activism (Black Lives Matter, Occupy, and Idle No More); material on White Settler societies and colonialism; pedagogical supports related to "common social patterns" and "vocabulary to practice using"; and extensive updates throughout. Accessible to students from high school through graduate school, *Is Everyone Really Equal?* is a detailed and engaging textbook and professional development resource presenting the key concepts in social justice education. The text includes many user-friendly features, examples, and vignettes to not just define but illustrate the concepts. "Sensoy and DiAngelo masterfully unpack complex concepts in a highly readable and engaging fashion for readers ranging from preservice through experienced classroom teachers. The authors treat readers as intelligent thinkers who are capable of deep reflection and ethical action. I love their comprehensive development of a critical social justice framework, and their blend of conversation, clarity, and research. I heartily recommend this book!" —Christine Sleeter, professor emerita, California State University Monterey Bay

In his new book, Michael Vavrus helps readers better understand why issues of diversity and difference are so highly contested in the United States and across the globe. Vavrus incorporates specific education examples throughout the text to examine six contested areas: race and ethnicity; socioeconomic class and culture; multicultural and ethnic studies; language; religion; and sexuality and gender. In each of these areas, the author explores how contrasting worldviews found in social conservatism, liberal multiculturalism, and critical multiculturalism influence our understandings about difference and diversity and the education policies we develop as a result. *Diversity and Education* is designed to help educators move beyond the "how can they believe that?" knee-jerk reaction toward a more informed, strategic understanding of belief systems and political affiliations. **Book Features:** Brings a contemporary, 21st-century perspective to differing political orientations toward diversity and education. Examines outcomes of diversity debates on children of color, the poor, immigrants, women, and sexual and religious minorities. Uses critical pedagogy with a historical and political economy lens to explain current diversity issues in education. Critiques the diversity stance of new national teacher education standards from the Council for Accreditation of Educator Preparation. "Diversity and Education can not only help us have conversations about racism, institutionalized oppression, and cultural fear, it can also offer an intervention that can move readers towards a deeper critical consciousness about diversity and multicultural education in their own lives." —From the Foreword by Wayne Au, associate professor at the University of Washington, Bothell, and an editor for *Rethinking Schools* "Few education scholars have offered as potent and cogent a political and economic analysis of multicultural education and diversity as Professor Michael Vavrus has in his new book. His critique of neoliberalism via critical pedagogy and his advocacy of social justice education are timely and praiseworthy." —Ramin Farahmandpur, professor, Graduate School of Education, Portland State University "Diversity and Education is a must-read for anyone concerned about why so many policies claiming to 'help' diverse students fail, and what alternatives exist. Vavrus clearly believes in the power of teachers who are well-educated critical thinkers. In this lucid and compelling text, he skillfully applies a highly useful framework to unpack historical and contemporary debates about core concepts underlying multiple struggles for education and rights." —Christine Sleeter, professor emerita, California State University, Monterey Bay

For over a decade, *Contemporary Art and Multicultural Education* has served as the guide to multicultural art education, connecting everyday experience, social critique, and creative expression with classroom learning. The much-anticipated *Rethinking Contemporary Art and Multicultural Education* continues to provide an accessible and practical tool for teachers, while offering new art, essays, and content to account for transitions and changes in both the fields of art and education. A beautifully-illustrated collaboration of over one hundred artists, writers, curators, and educators from in and around the contemporary art world, this volume offers thoughtful and innovative materials that challenge the normative practices of arts education and traditional art history. *Rethinking Contemporary Art and Multicultural Education* builds upon the pedagogy of the original to present new possibilities and modes of understanding art, culture, and their relationships to students and ourselves. The fully revised second edition provides new theoretical and practical resources for educators and students everywhere, including: Educators' perspectives on contemporary art, multicultural education, and teaching in today's classroom Full-color reproductions and writings on over 50 contemporary artists and their works, plus an additional 150 black-and-white images throughout Lesson plans for using art to explore topical issues such as activism and democracy, conflict: local and global, and history and historicism A companion website offering over 250 color reproductions of artwork from the book, a glossary of terms, and links to the New Museum and G: Class websites---www.routledge.com/textbooks/9780415960854.

This new edition deepens the discussion of race and social justice in education with many updates, including a new section entitled *The Whiteness of School Reform*. Widely used for teacher preparation and in-service professional development, it speaks to what good teachers know, what they do, and how they embrace culturally responsive teaching. Every few years in the United States, history teachers go through what some believe is an embarrassing national ritual. A representative group of students sit down to take a standardized U.S. history test, and the results show varied success. Sizable percentages of students score at or below a "basic" understanding of the country's history. Pundits seize on these results to argue that not only are students woefully ignorant about history, but history teachers are simply not doing an adequate job teaching historical facts. The overly common practice of teaching history as a series of dates, memorizing the textbook, and taking notes on teachers' lectures ensues. In stark contrast, social studies educators like Bruce A. VanSledright argue instead for a more inquiry-oriented approach to history teaching and learning that fosters a sense of citizenship through the critical skills of historical investigation. Detailed case studies of exemplar teachers are included in this timely book to make visible, in an easily comprehensible way, the thought processes of skilled teachers. Each case is then unpacked further to clearly address the question of what history teachers need to know to teach in an investigative way. *The Challenge of Rethinking History Education* is a must read for anyone looking for a guide to both the theory and practice of what it means to teach historical thinking, to engage in investigative practice with students, and to increase students' capacity to critically read and assess the nature of the complex culture in which they live. Turn challenges into opportunities With this outstanding collection of chapters by leading scholars and researchers in the field, you can develop the knowledge and skills needed

to maximize the opportunities that diversity offers while minimizing its challenges. You'll explore current and emerging research, concepts, debates, and teaching strategies for educating students from different cultural, racial, ethnic, language, gender, social class, and religious groups.

Bhikhu Parekh argues for a pluralist perspective on cultural diversity. Writing from both within the liberal tradition and outside of it as a critic, he challenges what he calls the "moral monism" of much of traditional moral philosophy, including contemporary liberalism--its tendency to assert that only one way of life or set of values is worthwhile and to dismiss the rest as misguided or false. He defends his pluralist perspective both at the level of theory and in subtle nuanced analyses of recent controversies. Thus, he offers careful and clear accounts of why cultural differences should be respected and publicly affirmed, why the separation of church and state cannot be used to justify the separation of religion and politics, and why the initial critique of Salman Rushdie (before a Fatwa threatened his life) deserved more serious attention than it received. Rejecting naturalism, which posits that humans have a relatively fixed nature and that culture is an incidental, and "culturalism," which posits that they are socially and culturally constructed with only a minimal set of features in common, he argues for a dialogic interplay between human commonalities and cultural differences. This will allow, Parekh argues, genuinely balanced and thoughtful compromises on even the most controversial cultural issues in the new multicultural world in which we live.

In the winter of 1996, the Oakland school board's resolution recognizing Ebonics as a valid linguistic system generated a brief firestorm of hostile criticism and misinformation, then faded from public consciousness. But in the classrooms of America, the question of how to engage the distinctive language of many African-American children remains urgent. In *The Real Ebonics Debate* some of our most important educators, linguists, and writers, as well as teachers and students reporting from the field, examine the lessons of the Ebonics controversy and unravel the complex issues at the heart of how America educates its children.

Case Studies on Diversity and Social Justice Education offers pre- and in-service educators an opportunity to analyze and reflect upon a variety of realistic case studies related to educational equity and social justice. The accessibly written cases allow educators to practice the process of considering a range of contextual factors, checking their own biases, and making immediate- and longer-term decisions about how to create and sustain equitable learning environments for all students. This revised edition adds ten new cases to offer greater coverage of elementary education, as well as topics such as body-shaming, Black Lives Matter, and transgender oppression. Existing cases have been updated to reflect new societal contexts, and streamlined for ease-of-use. The book begins with a seven-point process for examining case studies. Largely lacking from existing case study collections, this framework guides readers through the process of identifying, examining, reflecting on, and taking concrete steps to resolve challenges related to diversity and equity in schools. The cases themselves present everyday examples of the ways in which racism, sexism, homophobia and heterosexism, class inequities, language bias, religious-based oppression, and other equity and diversity concerns affect students, teachers, families, and other members of our school communities. They involve classroom issues that are relevant to all grade levels and content areas, allowing significant flexibility in how and with whom they are used. Although organized topically, the intersections of these issues are stressed throughout the cases, reflecting the complexities of real-life scenarios. All cases conclude with a series of questions to guide discussion and a section of facilitator notes, called 'Points for Consideration.' This unique feature provides valuable insight for understanding the complexities of each case.

There has never been a more important time for students to understand sexism, gender, and sexuality--or to make schools nurturing places for all of us. The thought-provoking articles and curriculum in this life-changing book will be invaluable to everyone who wants to address these issues in their classroom, school, home, and community.

Teaching is a lifelong challenge, but the first few years in the classroom are typically a teacher's hardest. This expanded collection of writings and reflections offers practical guidance on how to navigate the school system, form rewarding relationships with colleagues, and connect in meaningful ways with students and families from all cultures and backgrounds.

Narrative and Experience in Multicultural Education explores the untapped potential that narrative and experiential approaches have for understanding multicultural issues in education. The research featured in the book reflects an exciting new way of thinking about human experience. The studies focus on the lives of students, teachers, parents, and communities, highlighting experiences seldom discussed in the literature. Most importantly, the work emphasizes the understanding of experience and transforming this understanding into social and educational significance.

This new and expanded edition collects the best articles dealing with race and culture in the classroom that have appeared in *Rethinking Schools* magazine. With more than 100 pages of new materials, *Rethinking Multicultural Education* demonstrates a powerful vision of anti-racist, social justice education. Practical, rich in story, and analytically sharp!

Book Review 1: "If you are an educator, student, activist, or parent striving for educational equality and liberation, *Rethinking Multicultural Education: Teaching for Racial and Cultural Justice* will empower and inspire you to make a positive change in your community." -- Curtis Acosta, Former teacher, Tucson Mexican American Studies Program; Founder, Acosta Latino Learning Partnership

Book Review 2: "*Rethinking Multicultural Education* is both thoughtful and timely. As the nation and our schools become more complex on every dimension--race, ethnicity, class, gender, ability, sexuality, immigrant status--teachers need theory and practice to help guide and inform their curriculum and their pedagogy. This is the resource teachers at every level have been looking for." -- Gloria Ladson-Billings, Professor & Dept. Chair, Kellner Family Chair in Urban Education, University of Wisconsin-Madison and author of *Dreamkeepers: Successful Teachers of African American Children*

Book Review 3: "*Rethinking Multicultural Education* is an essential text as we name the schools we deserve, and struggle to bring them to life in classrooms across the land." -- William Ayers, teacher, activist, award-winning education

writer, and Distinguished Professor of Education and Senior University Scholar at the University of Illinois at Chicago (retired)

Trauma and Resilience in Music Education: Haunted Melodies considers the effects of trauma on both teachers and students in the music classroom, exploring music as a means for working through traumatic experiences and the role music education plays in trauma studies. The volume acknowledges the ubiquity of trauma in our society and its long-term deleterious effects while showcasing the singular ways music can serve as a support for those who struggle. In twelve contributed essays, authors examine theoretical perspectives and personal and societal traumas, providing a foundation for thinking about their implications in music education. Topics covered include: Philosophical, psychological, sociological, empirical, and narrative perspectives of trauma and resilience. How trauma-informed education practices might provide guidelines for music educators in schools and other settings. Interrogations of how music and music education may be a source of trauma. Distinguishing itself from other subjects—even the other arts—music may provide clues to the recovery of traumatic memory and act as a tool for releasing emotions and calming stresses. *Trauma and Resilience in Music Education* witnesses music's unique abilities to reach people of all ages and empower them to process traumatic experiences, providing a vital resource for music educators and researchers.

A collection of articles from *Rethinking Schools* magazine.

Readings, resources, lesson plans, and reproducible student handouts aimed at teaching students to question the traditional ideas and images that interfere with social justice and community building.

Rethinking Schools and Renewing Energy for Learning presents a comprehensive view on the major challenges educators face in the 21st century, and the ways in which schools can make a difference. It describes key principles that can serve as guidelines for tackling those challenges in an effective and manageable way, looking both at what children should learn, and what they want to learn. Drawing on research, policy-related literature, and a wide range of practice-based examples, the book addresses various topics, such as goals, pedagogy, assessment, equity, policy, and the role of technology in learning. The book suggests that schools can be as rewarding and fulfilling as they have been in the past and gives examples of how this can be accomplished. *Rethinking Schools and Renewing Energy for Learning* will be of great interest to academics, postgraduate students, teacher educators, and scholars in the field of education, specifically interested in primary education, secondary education, teacher education, and education policy.

How should schools deal with religions in matters of curriculum, procedure and policy? As Western society becomes increasingly multicultural in character, schools must reassess the provision of religious education and look at how they might adapt in order to accommodate students' diverse experiences of plurality. This book offers a critical view of approaches to the treatment of different religions in contemporary education, in order to devise approaches to teaching and learning, and to formulate policies and procedures that are fair and just to all. Beginning with a contextual overview of the religious, social and cultural changes of the past fifty years, the book goes on to illuminate and assess six different responses to the challenges posed by religious plurality in schools. Conclusions are drawn from the various positions explored in this book, identifying what the character of religious education should be, how it should be taught and addressing the issues raised for policy, practice and research. *Rethinking Religious Education and Plurality* argues for a plural approach to education and will be a valuable resource for students and researchers studying courses in religious education as well as teachers, education advisers and policy makers.

This collection, edited by leaders in the field of early childhood and multicultural education, is a valuable resource for those studying and working with young children. Chapters emphasize the relationship between theory, research, and practice, and provide illustrations of equitable and inclusive practices that move us toward social justice in the critical field of early childhood education. Drawing from the current literature on ability, class, culture, ethnicity, gender, languages, race, and sexual orientation, the book presents a forward-looking account of how diversity could improve the educational experience of children from birth to grade three.

This book reframes questions about student diversity by probing the extent to which society serves the interests of all, and by examining the empowerment of members of oppressed groups to direct social change. It examines the empowerment of children who are members of oppressed racial groups, lower class, and female, based on the ideas of multicultural education. A series of ethnographic studies illustrates how such young people view their world, their power to affect it in their own interests, and their response to what is usually a growing sense of powerlessness as they mature. The authors also conceptualize contributions of multicultural education to empowering young people, and report investigations of multicultural education projects educators have used for student empowerment. Issues in teacher education are also discussed.

A provocative collection of articles that begins with the idea that the "popular" in classrooms and in the everyday lives of teachers and students is fundamentally political. This anthology includes articles by elementary and secondary public school teachers, scholars and activists who examine how and what popular toys, books, films, music and other media "teach." The essays offer strong critiques and practical pedagogical strategies for educators at every level to engage with the popular.

The achievement of students of color continues to be disproportionately low at all levels of education. More than ever, Geneva Gay's foundational book on culturally responsive teaching is essential reading in addressing the needs of today's diverse student population. Combining insights from multicultural education theory and research with real-life classroom stories, Gay demonstrates that all students will perform better on multiple measures of achievement when teaching is filtered through their own cultural experiences. This bestselling text has been extensively revised to include expanded coverage of student ethnic groups: African and Latino Americans as well as Asian and Native Americans as well as new material on culturally diverse communication, addressing common myths about language diversity and the effects of "English Plus" instruction.

NOTE: Used books, rentals, and purchases made outside of Pearson If purchasing or renting from companies other than Pearson, the access codes for the Enhanced Pearson eText may not be included, may be incorrect, or may be previously redeemed. Check with the seller before completing your purchase. This package includes the Enhanced Pearson eText and the bound book. This guide gives current and future educators practical help for rediscovering the value, potential, richness, and adventure of a diverse classroom-while developing the capacity to professionally address the differential learning and transition needs of culturally and linguistically diverse (CLD) students. Ideal for pre- and in-service teachers, district and building administrators, school specialists, and paraprofessionals, it presents the latest tools, procedures, strategies, and ideas for ensuring effective teaching and learning for students of any native language. Included are new ways to reach and maximize relationships with parents, caregivers, and extended family members by partnering with them in appropriate pedagogical practices. The new Third Edition of Mastering ESL/EF Methods includes illustrated concepts; global connections; tips for practice in the EFL classroom; a revised framework for the conceptual definitions of approach method, strategy, and technique; an expanded Glossary; interactive video links; a revised discussion of dual language programs; and an overview of program model effectiveness. The Enhanced Pearson eText features embedded video. Improve mastery and retention with the Enhanced Pearson eText* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad® and Android® tablet.* Affordable. The Enhanced Pearson eText may be purchased stand-alone or with a loose-leaf version of the text for 40-65% less than a print bound book. * The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. *The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7" or 10" tablet, or iPad iOS 5.0 or later. 0133832228 / 9780133832228 Mastering ESL/EFL Methods: Differentiated Instruction for Culturally and Linguistically Diverse (CLD) Students with Enhanced Pearson eText -- Access Card Package Package consists of: 0133594971 / 9780133594973 Mastering ESL/EFL Methods: Differentiated Instruction for Culturally and Linguistically Diverse (CLD) Students 0133827674 / 9780133827675 Mastering ESL/EFL Methods: Differentiated Instruction for Culturally and Linguistically Diverse (CLD) Students, Enhanced Pearson eText -- Access Card

In this collection of articles, teachers bring students' home languages into their classrooms-from powerful bilingual social justice curriculum to strategies for honoring students' languages in schools that do not have bilingual programs. Bilingual educators and advocates share how they work to keep equity at the center and build solidarity between diverse communities. Teachers and students speak to the tragedy of languages loss, but also about inspiring work to defend and expand bilingual programs. Book jacket.

An Autoethnography of Fitting In: On Spinsterhood, Fatness, and Backpacker Tourism is a feminist narrative about the social rules of obedience and acquiescence to the norm – embodiment, heteronormativity, partnering – and about fitting in, or not, with those narratives. Phiona Stanley explores a period through her twenties and thirties, living and travelling alone, foreign to herself and the countries of her travel in all regards: white, cisgender, sometimes thin, sometimes fat, sometimes partnered. This fascinating volume uses these lived experiences, depicted through first-person narrative storytelling, as a prism through which to understand the subtle, social rules of gendered normative expectations. It draws on contemporary journals, letters, and photos, and features process-oriented sections that focus on the methodological possibilities these offer, and on questions of verisimilitude and subjectivity. Set in the context of transnational work in Qatar, China, and elsewhere, and "road status" as negotiated and performed among long-term backpacker tourists, this book serves as an exemplar of how autoethnography can illuminate socio-cultural normativities and their effects – which are rarely explicit, but which nevertheless have great potential to harm – while problematizing and rethinking the meanings and semantic boundaries of weight, queerness, and (hetero)normativity. Framed through reflexive autoethnography, with a strong focus on ethics and feminist theories, this book will appeal to students and researchers in autoethnography, qualitative methods, and gender and women's studies.

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