

Contents

<i>Introduction: Embracing Social Justice in Early Childhood Education</i> <i>by Ann Pelo</i>	<i>ix</i>
<i>Language Matters</i> <i>by Ann Pelo</i>	<i>xv</i>
Part One: Prioritize anti-bias, culturally sensitive teaching and learning.	1
What Color Is Beautiful? <i>by Alejandro Segura-Mora</i>	3
Why an Anti-Bias Curriculum? <i>by Louise Derman-Sparks</i>	7
Developmental Themes, Tasks, and Goals in Anti-Bias Work <i>by Margie Carter and Deb Curtis</i>	13
Raising Issues of Race with Young Children <i>by Rita Tenorio</i>	17
Using Persona Dolls to Help Children Develop Anti-Bias Attitudes <i>by Trisha Whitney</i>	23
Miles of Aisles of Sexism: Helping Students Investigate Toy Stores <i>by Sudie Hofmann</i>	29
Where Are the Game Girls? <i>by Ann Pelo</i>	35
Rethinking ‘The Three Little Pigs’ <i>by Ellen Wolpert</i>	41
What If All the Kids Are White?: Anti-Bias Themes for Teaching Young Children <i>by Louise Derman-Sparks and Patricia Ramsey</i>	43
Unwrapping the Holidays: Reflections on a Difficult First Year <i>by Dale Weiss</i>	49
Part Two: Make ample time for play and exploration.	55
The Scripted Prescription: A Cure for Childhood <i>by Peter Campbell</i>	57

What About Play? <i>by Sharna Olfman</i>	61
Confession: My Students Play in the Classroom—and It’s Good for Them <i>by Seth Shteir</i>	65
Playing with Gender <i>by Ann Pelo</i>	67
Cybertots: Technology and the Preschool Child <i>by Jane Healy</i>	75
Part Three: Use curriculum approaches that are responsive to children’s developmental and intellectual pursuits.	85
Why We Banned Legos: Exploring Power, Ownership, and Equity in the Classroom <i>by Ann Pelo and Kendra PeloJoaquin</i>	87
‘Lego Fascists’ (That’s Us) Vs. Fox News <i>by the Editors of Rethinking Schools Magazine</i>	95
‘I Just Want to Read <i>Frog and Toad</i> ’ <i>by Melanie Quinn</i>	99
Tuning In to Violence: Students Use Math to Analyze What TV Is Teaching Them <i>by Margot Pepper</i>	103
Talking with Children About War and Peace <i>by Ann Pelo</i>	108
Testing Tots: Why We Need a Better Means of Evaluating Our Nation’s Children <i>by Richard Rothstein</i>	109
Testing Lang <i>by Amy Gutowski</i>	113
Think Less Benchmarks: A Flawed Test Does More Harm than Good <i>by Amy Gutowski</i>	115
From Critique to Possibility: New Zealand’s Radical Approach to Assessment <i>by Margie Carter</i>	119

Part Four: Cultivate a sense of place—of belonging to a particular patch of earth and sky— and a connection to the earth and its creatures.	121
A Pedagogy for Ecology <i>by Ann Pelo</i>	123
Bringing the Earth Home: Professional Development on Ecology <i>by Ann Pelo</i>	131
Don't Know Much About Natural History: Education as a Barrier to Nature <i>by Richard Louv</i>	133
Food Is Not for Play <i>by Jean Hannon</i>	137
Lessons from a Garden Spider: How Charlotte Transformed My Classroom <i>by Kate Lyman</i>	139
Part Five: Emphasize children's social-emotional learning.	145
Holding Nyla: Lessons from an Inclusion Classroom <i>by Katie Kissinger</i>	147
Fairness First: Learning from Martin Luther King Jr. and Ruby Bridges <i>by Stephanie Walters</i>	151
Staying Past Wednesday: Helping Kids Deal with Death and Loss <i>by Kate Lyman</i>	155
Part Six: Learn from and stand with families.	159
Welcoming Kalenna: Making Our Students Feel at Home <i>by Laura Linda Negri-Pool</i>	161
Holiday Lessons Learned in an Early Childhood Classroom <i>by Julie Bisson</i>	165
Strawberry Fields Forever?: An Early Childhood Teacher Draws on Her Past to Teach Children of Migrant Farmworkers <i>by Cirila Ramirez</i>	171
Talking the Talk: Integrating Indigenous Languages into a Head Start Classroom <i>by Cathie DeWeese-Parkinson</i>	175

Heather’s Moms Got Married <i>by Mary Cowhey</i>	177
Bringing the Lives of Lesbian and Gay People into Our Programs <i>by Ann Pelo</i>	180
Activism Brings Us Power: An Interview with Hilda Magaña <i>by Jacqueline Lalley</i>	183
Part Seven: Advocate for children, families, and early childhood workers.	187
Who Cares for Our Children?: The Childcare Crisis in the Other America <i>by Valerie Polakow</i>	189
It’s All of Our Business: What Fighting for Family-Friendly Policies Could Mean for Early Childhood Educators <i>by Ellen Bravo</i>	197
Improving Conditions and Status for Early Childhood Educators <i>by Charles Bruner</i>	201
Caught in a Quagmire: The Effort to Improve Wages and Working Conditions for Childcare Teachers <i>by Patty Hnatiuk</i>	203
Part Eight: Resources	209
10 Quick Ways to Analyze Children’s Books for Racism and Sexism <i>by the Council on Interracial Books for Children</i>	211
Music for Social Justice <i>by Rita Tenorio</i>	215
Books and Multimedia Resources <i>Recommendations from Contributors</i>	219
Organizations and Websites <i>Recommendations from Contributors</i>	223
<i>Index</i>	225